

**Relationships Education: Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents 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.

Relationships Education: Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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 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.

Physical health and mental wellbeing: Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Relationships and health education

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Boys and girls, families		Growing up and changing	Healthy relationships	Healthy relationships
NSPCC – PANTS - to understand the PANTS rules - to name body parts and know which parts should be private - to know the difference between appropriate and inappropriate touch - to understand they have the right to say "no" to unwanted touch - to start thinking about who they trust and who they can ask for help	Pupils learn about the different types of family and how their home life is special - can describe different types of family - identify what is special and different about their home life - understand families care for each other in a variety of ways Pupils learn to understand and respect the differences and similarities between people - are able to define difference and similarity - understand that boys and girls can do the same tasks and enjoy the same things, but that some stories, TV and people sometimes say boys do this and girls do that Pupils learn about the biological differences between male and female animals and their role in the life cycle	No new RSE objectives for this year group.	Pupils learn the physical changes associated with puberty - are able to define puberty - identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times Pupils learn about menstruation and wet dreams - can describe menstruation and wet dreams - can explain effective methods for managing menstruation and wet dreams - understand the relationship between sex cells (sperm and ovum), menstruation and wet dreams Pupils learn about the impact of puberty on physical hygiene	Pupils learn about the changes that occur during puberty - can identify the physical, emotional and behavioural changes that occur during puberty for both males and females - understand puberty is individual and can occur at any time between about 8-17 - understand that body changes at puberty are a preparation for sexual maturity Pupils learn to consider different attitudes and values around gender stereotyping and sexuality, and consider their origin and impact - understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture	Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships - can describe that there are different types of intimate relationships, including marriage - understand that sex may be one part of an intimate relationship between adults Pupils learn about human reproduction in the context of the human life cycle - understand that closeness in a relationship can be expressed in a variety of ways between consenting adults - know that sexual intercourse may be one part of a sexual relationship - can describe how babies are made and explain how sexual

	- know that female mammals give birth and nurse their young - can describe the biological differences between male and female - understand that the creation of life requires a male and a female Pupils learn the biological difference between male and female children - identify and name the biological terms for male and female sex parts - can label the male and female sex parts - understand that the male and female sex parts are related to reproduction Pupils learn about growing from young to old and that they are growing and changing - can identify key stages in the human life cycle - understand some ways they have changed since they were babies - understand that all living things including humans start life as babies Pupils learn that everybody needs to be cared for and ways in which they care for others - understand that we all have different needs and require different types of care - identify ways we show care towards each other - understand the links between needs, caring and changes throughout the life cycle		and strategies for managing this - can explain how changes at puberty affect body hygiene - can describe how to care for their bodies during puberty - can recognize the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this - are able to describe how feelings and behaviour change during puberty - can devise strategies for managing these changes - understand how changes during puberty can affect relationships with other people Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it - can identify sources of information, support and advice for children and young people - can use appropriate language to discuss puberty and growing up with confidence - can answer their own questions about puberty and growing up	- can recognize and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour Pupils learn what values are important to them in relationships - can identify positive qualities and expectations from a variety of relationships - can explain the similarities and differences between friendships and intimate relationships Pupils learn about human reproduction in the context of the human life cycle (science obj) - can name the male and female sex cells and reproductive organs	intercourse is related to conception - can name the male and female sex cells and reproductive organs Pupils learn how a baby is made and grows (conception and pregnancy) - know the male and female body parts associated with conception and pregnancy - can define conception and understand the importance of implantation in the womb - know what pregnancy is, where it occurs and how long it takes Pupils learn that contraception can be used to stop a baby being conceived - know that a condom stops sperm from meeting an egg and therefore stops fertilization - know that a woman can take the pill to stop an egg from being released, preventing conception - understand that contraception is both partners responsibility Pupils learn about the roles and responsibilities of parents and carers - can identify some of the skills and qualities needed to be a parent and carer - understand the variety of ways in which parents and carers meets the needs of babies and children - know some of the difficulties that can be faced by parents and carers and where they can get help Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it - can answer each other's questions about sex and relationships - can use appropriate language to discuss sex and relationships and growing up with confidence
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Physical health and mental wellbeing: <i>Drugs, alcohol and tobacco</i>					
• <i>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</i>					
Drug, alcohol and tobacco education (DATE)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What do we put into our bodies?	Medicines and me	Tobacco is a drug	Making choices	Different influences	Weighing up risks
Pupils learn about what can go into bodies and how it can make people feel - are able to recognise that different things people put into bodies can make them feel good or not so good - can identify whether a substance might be harmful to take in - know how to ask for help if they are unsure about whether something should go into the body Pupils learn about what can go on to bodies and how it can make people feel - know that substances can be absorbed through the skin - are able to recognise that different things that people put on to bodies can make them feel good or not so good - can state some basic safety rules for things that go onto the body	Pupils learn why medicines are taken - understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill - know that medicines come in different forms - recognise that each medicine has a specific use Pupils learn where medicines come from - know that medicines can be prescribed by a doctor or bought from a shop or pharmacy - know when medicines might be used and who decides which medicine is used - understand there are alternatives to taking medicines, and when these might be helpful Pupils learn about keeping themselves safe around medicines - understand that medicines come with instructions to ensure they are used safely - know some safety rules for using and storing medicines - recognise that medicines can be harmful if not taken correctly	Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people - are able to define what is meant by the word 'drug' - can identify when a drug might be harmful - recognise that tobacco is a drug Pupils learn about the effects and risks of smoking tobacco and second-hand smoke - know the effects and risks of smoking and of second-hand smoke on the body - can express what they think are the most important benefits of remaining smoke free - recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke Pupils learn about the help available for people to remain smoke free or stop smoking - know about some of the support and medicines that people might use to help them stop smoking - can explain what they might say or do to help someone who wants to stop smoking - understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started	Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used - can identify why a person may choose to use or not use a drug - are able to state some alternatives to using drugs Pupils learn about the effects and risks of drinking alcohol - know how alcohol can affect the body - explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed - know that there are laws and guidelines related to the consumption of alcohol Pupils learn about different patterns of behaviour that are related to drug use - can explain what is meant by the terms 'habit' and 'addiction' - can identify different behaviours that are related to drug use - know where they can go for help if they are concerned about someone's use of drugs	Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis - know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis - understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law - understand that there are risks associated with all smoking drugs Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products - can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products - can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol - recognise that there are many influences on us at any time Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol - can describe some strategies that people can use if they feel under pressure in relation to drug use	Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs - know about some of the possible effects and risks of different drugs - know that some drugs are restricted or that it is illegal to own, use and supply them to others - understand why and when people might use drugs Pupils learn about assessing the level of risk in different situations involving drug use - can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with - can identify risks within a given scenario involving drug use - understand what would need to change to reduce the level of risk Pupils learn about ways to manage risk in situations involving drug use - can identify situations where drug use may occur - know some ways of reducing risk in situations involving drug use - know where to get help, advice and support regarding drug use

		Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack		• can demonstrate some ways to respond to pressure concerning drug use • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it	
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Relationships Education: <i>Being safe</i> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.					
Relationships Education: <i>Online relationships</i> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.					
Physical health and mental wellbeing: <i>Internet safety and harms</i> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.					
Physical health and mental wellbeing: <i>Basic first aid</i> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.					
Keeping safe and managing risks					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling safe	Indoors and outdoors	Bullying – see it, say it, stop it	Playing safe	Making safer choices	Keeping safe – out and about
Pupils learn about safety in familiar situations • recognise the difference between 'real' and 'imaginary' dangers. • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe Pupils learn about personal safety • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried	Pupils learn about keeping safe in the home, including fire safety • know some simple rules for keeping safe indoors, including online • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety Pupils learn about keeping safe online, including the benefits of going online • know a range of rules for keeping safe online • can describe the benefits and risks of going online • understand how they can take some responsibility for	Pupils learn to recognise bullying (including online) and how it can make people feel • are able to define 'bullying' • are able to define 'cyberbullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable Pupils learn about different types of bullying and how to respond to incidents of bullying • can name different types of bullying	Pupils learn how to be safe in their computer gaming habits • know about the age rating / classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks	Pupils learn about keeping safe online • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable Pupils learn how to stay safe when communicating with other people online • can compare different kinds of online communication including friendships • can describe the benefits and risks of online-only friendships	Pupils learn about feelings of being out and about in the local area with increasing independence • are aware of potential risks when out and about in the local area • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality Pupils learn about recognising and responding to peer pressure • can identify risky behaviour in peer groups

Pupils learn about people who help keep them safe outside the home • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it	their own online safety, and where to go for help Pupils learn about keeping safe outside • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing Pupils learn about road safety • can identify hazards in relation to road safety • are able to explain how to cross the road safely recognise that there are rules in relation to road safety for all road users	(including cyberbullying, racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help Pupils learn about what to do if they witness bullying • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know-how and to whom to report incidents of bullying, where to get help and support	• can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way that doesn't feel safe • can identify some ways to respond to unhelpful pressure Pupils learn about what to do in an emergency and basic emergency first aid procedures • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services	• can describe how to respond to an online only friend if the friend asks something that makes them uncomfortable Pupils learn that violence within relationships is not acceptable • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support Pupils learn about problems that can occur when someone goes missing from home • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing know who to talk to if they feel like running away	• recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) • know some of the consequences of anti-social behaviour, including the law • describe ways to resist peer pressure recognise they have responsibility for their behaviour and actions
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Physical health and mental wellbeing: <i>Mental wellbeing</i>					
• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					
Mental Health and emotional wellbeing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings	Friendship	Strengths and Challenges		Dealing with feelings	Healthy minds
Pupils learn about different types of feelings • can name different feelings (including emotions that make us feel good and not-so-good) • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body Pupils learn about different types of feelings • can name different feelings (including emotions that make us feel good and not-so-good) • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body Pupils learn about change or loss and how this can feel • are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) • can describe how people might feel when there is a change or loss • recognise what they can do to help themselves or someone	Pupils learn about the importance of special people in their lives • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care Pupils learn about making friends and who can help with friendships (on and offline) • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships Pupils learn about solving problems that might arise with friendships (on and offline) • can identify some ways that friendships can go wrong • can describe some ways to sort out friendship problems • recognise that difficulties within friendships can usually be resolved	Pupils learn about celebrating achievements and setting personal goals • explain how it feels to be challenged, try something new or difficult • can plan the steps required to help achieve a goal or challenge • are able to celebrate their own and others' skills, strengths and attributes Pupils learn about dealing with put-downs • explain what is meant by a put-up or put down and how this can affect people • can demonstrate a range of strategies for dealing with putdowns • recognise what is special about themselves Pupils learn about positive ways to deal with setbacks • can describe how it feels when there are setbacks • know some positive ways to manage setbacks and how to ask for help or support • recognise that everyone has setbacks at times, and that these cannot always be controlled	See RSE puberty (emotions, feelings, behaviour and relationships)	Pupils learn about a wide range of emotions and feelings and how these are experienced in the body • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations Pupils learn about times of change and how this can make people feel • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their life Pupils learn about the feelings associated with loss, grief and bereavement • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that	Pupils learn what mental health is • know that mental health is about emotions, moods and feelings - how we think, feel and behave • recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent know what mental health help, advice and support is available Pupils learn about what can affect mental health and some ways of dealing with this • recognise what can affect a person's mental health • know some ways of dealing with stress and how people can get help and support • understand that anyone can be affected by mental ill health Pupils learn about some everyday ways to look after mental health • know some everyday ways of looking after mental health • can explain why looking after mental health is as important

else who may be feeling unhappy				these are necessary and important • know some ways of expressing feelings related to grief	as looking after physical health • understand that some things that support mental health will also support physical health Pupils learn about the stigma and discrimination that can surround mental health • recognise that stigma and discrimination of people living with mental health problems can and does exist • explain the negative effect that this can have • know what can help to have a more positive effect (and therefore reduce stigma and discrimination)
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Physical health and mental wellbeing: <i>Physical health and fitness</i>
• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • 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.
Physical health and mental wellbeing: <i>Healthy eating</i>
• what constitutes a healthy diet (including understanding calories and other nutritional content). • 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).
Physical health and mental wellbeing: <i>Health and prevention</i>
• 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 good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups 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 science relating to allergies, immunisation and vaccination.

Physical health and wellbeing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fun times	What keeps me healthy?	What helps me choose?	What is important to me?	In the media	
Pupils learn about food that is associated with special times, in different cultures • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others including the food they eat • understand why food eaten on special days may be different from everyday foods Pupils learn about active playground games from around the world • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at Pupils learn about sun-safety	Pupils learn about eating well • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health) Pupils learn about the importance of physical activity, sleep and rest • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good mental and physical health Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well • know about the roles of people who help them to stay healthy (including giving vaccinations)	Pupils learn about making healthy choices about food and drinks • can use the Eatwell guide to help make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what (including the role of the internet) influences their choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy Pupils learn about keeping active and some of the challenges of this	Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on	Pupils learn that messages given on food adverts can be misleading • know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink Pupils learn about role models • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not so-good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media	No additional objectives to be covered.

• know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they are going out in strong sun	• can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease	• are able to identify a range of physical activities that help mental and physical health • are able to evaluate the levels of physical activity in different pastimes • can identify some choices they have about how to spend their free time	the food they eat and how it is produced and farmed Pupils learn about the importance of getting enough sleep • explain the importance of sleep for health and wellbeing • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person's health and wellbeing	Pupils learn about how the media can manipulate images and that these images may not reflect reality • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people	
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Careers, financial capability and economic wellbeing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Money	My Money	Saving, spending and budgeting	Saving, spending and budgeting	Borrowing and earning money	
Pupils learn about where money comes from and making choices when spending money - understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) - recognise that people make choices about what to buy - understand that they may not always be able to have all the things they want Pupils learn about saving money and how to keep it safe - understand why people might want to save their money - can say how it feels to save for something you really want - recognise where money is stored to keep it safe and some places are safer than others	Pupils learn about saving money and how to keep it safe - understand why people might want to save their money - can say how it feels to save for something you really want - recognise where money is stored to keep it safe and some places are safer than others Pupils learn about the different jobs people do - know that there are a range of jobs that people can do - recognise that both men and women are able to do a range of jobs - understand that having a job means people can earn money	Pupils learn about what influences people's choices about spending and saving money - understand how manufacturers and shops persuade us to spend money - are able to recognise when people are trying to pressurise them to spend their money and how this feels - can make decisions about whether something is 'value for money' Pupils learn how people can keep track of their money - can keep simple records to keep track of their money - can ask simple questions about needs and wants - decide how to spend and save their money - know the best places people can go for help about money	Pupils learn about the world of work - know there are a range of jobs, paid and unpaid, including shift work, fulltime, part-time work - know about a number of different jobs people do - can identify the skills and attributes needed for different jobs	Pupils learn that money can be borrowed but there are risks associated with this - understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) - can explain the difference between manageable and unmanageable debt and how this can make people feel - can identify where people can access reliable information and support Pupils learn about enterprise - can identify skills that make someone enterprising - know what is needed to plan and set up an enterprise - can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise Pupils learn what influences people's decisions about careers - understand that money is one factor in choosing a job and that some jobs pay more than others - can debate the extent to which a person's salary is more or less important to job satisfaction - understand how people choose what job to do	No additional objectives to be covered.

Relationships Education: Respectful relationships					
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners. - the importance of self-respect and how this links to their own happiness. - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - 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. - the importance of permission-seeking and giving in relationships with friends, peers and adults.					
Identity, society and equality					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and others		Celebrating difference	Democracy	Stereotypes, discrimination and prejudice	Human rights
Pupils learn about what makes themselves and others special - can recognise some of the things that make them special - can describe ways they are similar and different to others. - understand that everyone has something about them that makes them special Pupils learn about roles and responsibilities at home and school - can identify the different roles of people at home and school - can solve simple dilemmas about taking responsibility - can explain why it is important to take responsibility at school and at home (including looking after the local environment) Pupils learn about being co-operative with others - can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom - can challenge unhelpful behaviour in a positive way - understand how their behaviour can affect others	No additional objectives to be covered.	Pupils learn about valuing the similarities and differences between themselves and others - know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief - recognise they have shared interests and experiences with others in their class as well as with people in the wider world - understand that peers might be similar or different to each other but can play or work together Pupils learn about what is meant by community - can explain what being part of a community means - can recognise some of the different groups or communities they belong to and their role within them - value and appreciate the diverse communities which exist and how they connect Pupils learn about belonging to groups - can identify positive and negative aspects of being a member of a group	Pupils learn about Britain as a democratic society - understand that Britain is a democratic society and what this means - know that there are different political parties who differ in their views - understand that people have opportunities to influence decisions by voting in elections Pupils learn about how laws are made - know how laws are made and the importance of following them - understand the contribution and influence, that individuals and organisations can have on social and environmental change - recognise that laws help to keep people safe Pupils learn about the local council - understand the local council organises services under the guidance of central government - recognise there are limited resources for the needs of the community	Pupils learn about stereotyping, including gender stereotyping - can explain what is meant by the word 'stereotype' - identify stereotypes as presented in the media and wider world - feel able to challenge gender stereotypes Pupils learn about prejudice and discrimination and how this can make people feel - identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) - know what to do if they experience discriminatory language at school - understand how discriminatory language can make people feel and that this is unacceptable	Pupils learn about people who have moved to Islington from other places, (including the experience of refugees) - understand what migration means - identify the reasons why people move from one place to another - are able to empathise with the experiences and challenges moving and settling in new place might bring Pupils learn about human rights and the UN Convention on the Rights of the Child - are aware how the rights are relevant to their lives and that rights come with responsibilities - understand that individual human rights can sometimes conflict with the circumstances in a country - identify some of the organisations that represent and support the rights of the child and the difference they make Pupils learn about homelessness - can explain what make a place where someone lives a 'home'

		• can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition	• know that people may have different views about how council money should be spent		• to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation
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