

Skills Progression Map: PSHE

This programme of study, from the PSHE association, takes a thematic approach to primary PSHE education, covering all themes (Families, friendships, respecting self and others, safe relationships- consent, boundaries and trust, mental health and wellbeing, keeping healthy and well, physical activity and nutrition, physical activity and nutrition, changes and growing up, personal safety and first aid, online life and safety, drug education, economic wellbeing and careers education: aspirations, learning and work) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning.

	Y3	Y4	Y5	Y6
Autumn 1	Me, my friends and belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included. Pupils should be taught: 6. how to ask for help if a friendship is making them feel unhappy 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate 8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, the right way to solve an argument listening, respecting boundaries, celebrating friends' successes)	Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Pupils should be taught: 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 13. how to direct attention and manage distractions to support mental health and wellbeing 14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Pupils should be taught: 8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, the right way to solve an argument listening, respecting boundaries, celebrating friends' successes) 9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences 10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. Pupils should be taught: 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses

	9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences 10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded 11. strategies for recognising and managing peer influence and the desire for peer approval in friendships 12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary.	21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	11.strategies for recognising and managing peer influence and the desire for peer approval in friendships 12.about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others 13.that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships 10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect 12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own 13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling 14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise	13.how to direct attention and manage distractions to support mental health and wellbeing 14.self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 15.that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively 16.how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 17.that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 18.if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this 19.about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief 20.about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition
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			15. how to respond to situations where they experience disappointment or frustration with others 16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others 17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes 18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that 23. that the same principles about how to treat others apply in all contexts, including online 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
Autumn 2	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory

	opportunity to apply them in new contexts, such as managing worries. Pupils should be taught: 9.the importance of taking care of mental health and wellbeing, as well as physical health 10.how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 21.when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school	the role that peer influence can play in personal safety. Pupils should be taught: 11.strategies for recognising and managing peer influence and the desire for peer approval in friendships 8. about the role of rules and laws in keeping people safe 9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances 10. how to predict, assess and manage risk in different situations 11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) 4.the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that	can help shift habitual thoughts and emotions, and support wellbeing. Pupils should be taught: 10.how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 12.how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 13.how to direct attention and manage distractions to support mental health and wellbeing 14.self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations 17.that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 18.if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this 20.about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition 21.when, why, and how to seek help for their own or others' wellbeing or mental	RSHE) – including targeted advertising and other influences on online spending Pupils should be taught: 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing
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		drug use can become a habit which is difficult to break 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	health; who they can speak to at home and in school	21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous 25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online 6. that people have different attitudes towards saving and spending money 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants 8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to 9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) 11. advantages and disadvantages of different ways of paying for things
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Building healthy habits

This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.

Pupils should be taught:

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health
8. what good physical health means; the characteristics of a balanced, healthy lifestyle
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods

Forming respectful relationships

This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.

Pupils should be taught:

6. how to ask for help if a friendship is making them feel unhappy
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, the right way to solve an argument listening, respecting boundaries, celebrating friends' successes)
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary.

Positively engaging with our world

This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.

Pupils should be taught:

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)

Changes in puberty (and sex education*)

This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.

Pupils should be taught:

9. the importance of taking care of mental health and wellbeing, as well as physical health
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of

	13. how to develop healthier eating and drinking habits and how to manage influences on their choices 14. some benefits of preparing meals at home; how to plan and prepare healthy meals 15. how and when to speak to adults (including in school) if they are worried about their health 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect 12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own 14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise 15. how to respond to situations where they experience disappointment or frustration with others 16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) 23. that the same principles about how to treat others apply in all contexts, including online	17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad 21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online 28. how to decide what is appropriate to share online and what should not be shared	illness and who to talk to if worried about their health 15. how and when to speak to adults (including in school) if they are worried about their health 2. the external genitalia and internal reproductive organs in males and females 3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes 4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them 5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* * Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers. Sex education ** 6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***
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		5.to recognise their achievements and personal strengths; how to set targets to help achieve their goals		** While Sex Education is not statutory in primary schools, the Department for Education recommends “that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.” *** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education. Changing and growing up 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing
Spring 2	Making choices online This unit explores how to protect information online and make choices	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to	Drug education: assessing risk and managing influences

	about online content, including understanding age ratings. Pupils should be taught: 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	engage with news stories and recognise how they might affect emotions Pupils should be taught: 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	respectfully ask, give or not give permission. Pupils should be taught: 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary 9. the difference between public and private; why something might be private, and when children and adults have a right to privacy 10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults 11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell 14. how to recognise pressure from others to do something that is unsafe or makes them feel	This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. Pupils should be taught: 10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) 11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health 4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma 6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know
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	21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online 25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet 28. how to decide what is appropriate to share online and what should not be shared 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online 6. that people have different attitudes towards saving and spending money 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants 10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account 11. advantages and disadvantages of different ways of paying for things	uncomfortable, and strategies for managing that 15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * * Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical
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			and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."	
Summer 1	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. Pupils should be taught: 12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person 13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. Pupils should be taught: 9. the difference between public and private; why something might be private, and when children and adults have a right to privacy 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Pupils should be taught: 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate 11. strategies for recognising and managing peer influence and the desire for peer approval in Friendships 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that 19. how to identify trusted adults, and other sources of support and advice, in different contexts; the	Developing our understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. Pupils should be taught: 15. how to respond to situations where they experience disappointment or frustration with others 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 13. how text and images in the media and online can be manipulated or fabricated; strategies to critical 14. what AI is (including generative AI) and where it might be encountered in everyday life 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps,

	15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * * Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical	vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses 8. about the role of rules and laws in keeping people safe 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online 11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent 12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see 15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing 16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing 22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling 23. that the same principles about how to treat others apply in all contexts, including online 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous
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	and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right." 19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard 9. the importance of taking care of mental health and wellbeing, as well as physical health 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends 21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school 2. the external genitalia and internal reproductive organs in males and females	16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users 17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing 19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing 20. why and how to use privacy and location settings to protect information 22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling 23. that the same principles about how to treat others apply in all contexts, including online 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online 26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet 28. how to decide what is appropriate to share online and what should not be shared 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online
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		3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes 5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing	25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online 26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet 28. how to decide what is appropriate to share online and what should not be shared 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	
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Looking out for each other

This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

Pupils should be taught:

12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) *

* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a

person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them

5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma

Families and growing together

This unit supports pupils' understanding of diverse family structures, and how families can change.

Pupils should be taught:

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected

6. that families should provide love, care, protection, and safety for children as they grow up

7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships

8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these

9. what to do and who to talk to if someone is worried about their family or feels unsafe *

* see naming and recognising emotions in 'Mental health and wellbeing'

Families

Embedding healthy habits and learning first aid

This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.

Pupils should be taught:

10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others

11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect

14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations

8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves

11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health

Looking to the future

This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.

Pupils should be taught:

9. the importance of taking care of mental health and wellbeing, as well as physical health

10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time

11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)

16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)

17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad

20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition

21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can

		8. what good physical health means; the characteristics of a balanced, healthy lifestyle 9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines 10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain 15. how and when to speak to adults (including in school) if they are worried about their health 12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person 13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	speak to at home and in school 5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy 7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career 8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways 9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career 10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid 11. that there are different routes into careers (e.g. college, apprenticeship, university) 12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
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			5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals 6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy	
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