	Autumn	Spring	Summer
Year 3	**Families, Friendships, Community** 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. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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. 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. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	**Relationships, Online relationships, Being Safe** practical steps they can take in a range of different contexts to improve or support respectful relationships. 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. 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. 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. 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. school rules about health and safety, basic emergency aid procedures, where and how to get help **Consent, NSPCC – Pantasaurus** the importance of permission-seeking and giving in relationships with friends, peers and adults. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	**Challenging stereotypes** what a stereotype is, and how stereotypes can be unfair, negative or destructive. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media **Young Carers** Pupils will understand what a young carer is and how to get help Pupils will learn who young carers are and the sorts of caring responsibilities that they may have. **Feelings** the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

to consider the lives of people living in other places, and people with different values and customs **Anti-Bullying** 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.		

Year 4	Families, Friendships, Responsibility	Relationships, Online relationships	Difference and disability,
	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. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. the characteristics of 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. 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. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong **Anti-Bullying** 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.	practical steps they can take in a range of different contexts to improve or support respectful relationships. 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. 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. **Consent, Being Safe** the importance of permission-seeking and giving in relationships with friends, peers and adults. 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. 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.	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. **Young Carers** Pupils will understand what a young carer is and how to get help Pupils will learn who young carers are and the sorts of caring responsibilities that they may have. **Physical and mental health** what positively and negatively affects their physical, mental and emotional health to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

Year 5	Families, Friendships(including Buddies)	Relationships,	Parliament and democracy
	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.	practical steps they can take in a range of different contexts to improve or support respectful relationships.	how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	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.	why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Consent, Online relationships, Being Safe online, NSPCC – Share/aware.**	
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	the importance of permission-seeking and giving in relationships with friends, peers and adults.	**Drugs and alcohol**
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	that people sometimes behave differently online, including by pretending to be someone they are not.	which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
	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.	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.	
	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.	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	**Young Carers**
		how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Pupils will learn the barriers and challenges faced by young people who are young carers and the impact, both positive and negative of being a Young Carer
	Discrimination, Anti-Bullying	how information and data is shared and used online.	
	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.	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.	
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	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.	

Year 6	Rights of a child	Healthy relationships, Consent	Managing Change
	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.	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.	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
	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.	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	**Young Carers**
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	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.	Pupils will learn the barriers and challenges faced by young people who are young carers and the impact, both positive and negative of being a Young Carer
	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	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.	Pupils will gain an insight into how young carers may feel
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	practical steps they can take in a range of different contexts to improve or support respectful relationships.	
	where to get advice e.g. family, school and/or other sources.	the importance of permission-seeking and giving in relationships with friends, peers and adults.	
	to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
	that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	
	to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	**RSE**	
	that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	how their body will, and their emotions may, change as they approach and move through puberty	
	L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	about human reproduction	
	Online safety, Anti-Bullying		
	practical steps they can take in a range of different contexts to improve or support respectful relationships.		

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. 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. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning off at night)	