

Knebworth Primary School RHSE (Wellbeing) Matrix



For all children to ...

“to thrive in a diverse and ever-changing world by fostering self-efficacy, agency and empowering independence.”

	Autumn		Spring		Summer		Possible Key Vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		
Year 1	<p>exploring how families are different to each other</p> <p>exploring how friendship problems can be overcome</p> <p>exploring friendly behaviours</p> <p>recognising how other people show their feelings</p> <p>identifying ways we can care for others when they are sad</p> <p>exploring the ability to successfully work with different people</p>	<p>families look after us, some words to describe how people are related (eg. aunty, cousin), some information about me and my family is personal</p> <p>some characteristics of a positive friendship, friendships can have problems but that these can be overcome</p> <p>it is called stereotyping when people think of things as being 'for boys' or 'for girls' only</p>	<p>recognising why rules are necessary</p> <p>discussing how to meet the needs of different pets</p> <p>exploring the differences between people</p> <p>recognising the groups that we belong to</p>	<p>rules in school</p> <p>different pets have different needs</p> <p>needs of younger children and that these change over time</p> <p>voting is a fair way to make a decision</p> <p>people are all different</p>	<p>practising what to do if I get lost</p> <p>identifying hazards that may be found at home</p> <p>understanding people's roles within the local community that help keep us safe</p> <p>learning what is and is not safe to put in or on our bodies</p> <p>practising making an emergency phone call</p>	<p>some types of physical contact are never appropriate</p> <p>what to do if I get lost</p> <p>a hazard is something which could cause an accident or injury</p> <p>some things are unsafe to put onto or into my body and to ask an adult if I am not sure</p> <p>an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened</p> <p>the emergency services are the police, fire service and the ambulance service</p>	<p>Family and Relationships behaviour, care, emotions, growth mindset, feelings, friend, friendly, problem, stereotype</p> <p>Health and Wellbeing allergy, emotions, feelings, germs, ill, qualities, relax</p> <p>Citizenship care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote</p> <p>Economic Wellbeing bank and building societies, cash, earn, save, skill, spend, value</p>

	Health and Wellbeing	Economic Wellbeing	Transition Session	Safety and the Changing Body
learning how to wash my hands properly	we can limit the spread of germs by having good hand hygiene	discussing how to keep money safe	coins and notes have different values	recognising our own strengths
learning how to deal with an allergic reaction	know the five S's for sun safety: slip, slop, slap, shade, sunglasses, that certain foods and other things can cause allergic reactions in some people	discussing what to do if we find money	some ways children may receive money	changes can be both positive and negative
exploring positive sleep habits	that sleep helps my body to repair itself, to grow and restores my energy	exploring choices people make about money	know that it is wrong to steal money	
exploring two different methods of relaxation: progressive muscle relaxation and laughter	strengths are things we are good at	developing an understanding of how banks work	banks are places where we can store our money	
exploring health-related jobs and people who help look after our health	qualities describe what we are like		some jobs in school, different jobs need different skills	
identifying personal strengths and qualities				
identifying different ways to manage feelings	words to describe some positive and negative emotions			



Deep Roots	Autumn		Spring		Summer		Possible Key Vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		Family and Relationships
Year 2	understanding ways to show respect for different families	families can be made up of different people	explaining why rules are in place	some of the different places where rules apply	discussing the concept of privacy	the PANTS rule	emotions, family, feelings, friendship, love, manners, respect, stereotype
	understanding that families offer love, care and support	families may be different to my family	identifying positives and negatives about the school environment	some rules are made to be followed by everyone and are known as 'laws'	exploring ways to stay safe online	that I should tell an adult if I see something which makes me uncomfortable online	
	understanding difficulties in friendships and discussing action that can be taken	some problems which might happen in friendships	learning how to discuss issues of concern to me	some of the jobs people do to look after the environment in school and the local community	learning how to behave safely near the road and when crossing the road	difference between secrets and surprises	Health and Wellbeing
	learning how other people show their feelings and how to respond to them	some problems in friendships might be more serious and need addressing	recognising the importance of looking after the school environment		exploring what people can do to feel better when they are ill	the rules for crossing the road safely	diet, emotions, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strength
	exploring the conventions of manners in different situations	some ways people show their feelings	identifying ways to help look after the school environment	how democracy works in school through the school council	learning how to be safe around medicines	medicine can help us when we are ill	
	exploring how loss and change can affect us	what good manners are	recognising the contribution people make to the local community	everyone has similarities and differences		we should only take medicines when a trusted adult says we can	Citizenship
		some stereotypes related to jobs				names of parts of my body including private parts	election, environment, identity, job, opinion, responsibility, rule, school council, volunteer, vote
		there are ways we can remember people or events					Economic Wellbeing
							bank and build societies, cash, coins, earn, need, spend, notes,
		Health and Wellbeing		Economic Wellbeing		Transition Session	
	exploring the effect that food and drink can have on my teeth	food and drinks with lots of sugar are bad for our teeth	identifying whether something is a want or need	some of the ways in which adults get money	identifying people who can help us when we are worried about changes	change is part of life	

<p>exploring some of the benefits of exercise on body and mind</p> <p>exploring some of the benefits of a healthy balanced diet suggesting how to improve an unbalanced meal</p> <p>learning breathing exercises to aid relaxation</p> <p>exploring strategies to manage different emotions</p> <p>developing empathy</p> <p>identifying personal goals and how to work towards them</p> <p>exploring the need for perseverance and developing a growth mindset</p> <p>developing an understanding of self-respect</p>	<p>importance of exercise to stay healthy</p> <p>understand the balance of foods we need to keep healthy</p> <p>breathing techniques can be a useful strategy to relax</p> <p>we can feel more than one emotion at a time</p> <p>a growth mindset means being positive about challenges and finding ways to overcome them</p>	<p>recognising that people make choices about how to spend money</p> <p>exploring the reasons why people choose certain jobs</p>	<p>know the difference between a 'want' and 'need'</p> <p>some of the features to look at when selecting a bank account</p>			<p>priority, save, want</p> <p>Safety and the Changing Body medicine, pedestrian, private, secret, surprise</p>
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<i>Deep Roots</i>	Autumn		Spring		Summer		Possible Key Vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		
Year 3	<p>earning that problems can occur in families and that there is help available if needed</p> <p>exploring ways to resolve friendship problems</p> <p>developing an understanding of the impact of bullying and what to do if bullying occurs</p> <p>identifying who I can trust</p> <p>learning about the effects of non verbal communication</p> <p>exploring the negative impact of stereotyping</p>	<p>that I can talk to trusted adults or services such as Childline if I experience family problems</p> <p>bullying can be physical or verbal</p> <p>bullying is repeated, not a one off event</p> <p>violence is never the right way to solve a friendship problem</p> <p>trust is being able to rely on someone and it is an important part of relationships</p> <p>signs of a good listener</p> <p>there are similarities and differences between people</p> <p>some stereotypes related to age</p>	<p>exploring how children's rights help them and other children</p> <p>considering the responsibilities that adults and children have to maintain children's rights</p> <p>discussing ways we can make a difference to recycling rates at home/school</p> <p>identifying local community groups and discussing how these support the community</p>	<p>the UN Convention on the Rights of the Child</p> <p>how recycling can have a positive impact on the environment</p> <p>the local council is responsible for looking after the local area</p> <p>elections are held where adults can vote for local councillor</p> <p>some of the consequences of breaking rules</p> <p>role of charities in the community</p>	<p>exploring ways to respond to cyberbullying or unkind behaviour online</p> <p>developing skills as a responsible digital citizen</p> <p>identifying things people might do near roads which are unsafe</p> <p>beginning to recognise unsafe digital content</p> <p>exploring that people and things can influence me and that I need to make the right decision for me</p> <p>exploring choices and decisions that I can make</p> <p>earning what to do in a medical emergency, including calling the emergency services</p>	<p>cyberbullying is bullying which takes place online</p> <p>signs that an email might be fake</p> <p>rules for being safe near roads</p> <p>other people can influence our choices</p> <p>bites or stings can sometimes cause an allergic reaction</p> <p>that it is important to maintain the safety of myself and others, before giving first aid</p>	<p>Family and Relationships bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust</p> <p>Health and Wellbeing alone, balance, barriers, belonging, diet, healthy, identity, lonely, relax, resilience, stretch</p> <p>Citizenship charity, community, consequence, council, councillor, democracy, environment, law, recycling, responsibility, rights, UN/United Nations</p> <p>Economic Wellbeing</p>

	Health and Wellbeing		Economic Wellbeing		Transition Session		
discussing why it is important to look after my teeth	ways to prevent tooth decay	discussing the range of feelings which money can cause	there are different ways to pay for things	learning strategies to deal with change	change often brings about more opportunities and responsibilities	budget, expense, feeling, qualification, save, spend, stereotype	
learning stretches which can be used for relaxation	the positive impact relaxation can have on the body	discussing the different attitudes people have to money	budgeting money is important				
developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest	different food groups and how much of each of them we should have to have a balanced diet	exploring the impact our spending can have on other people	there are a range of jobs available				
exploring my own identity through the groups I belong to	importance of belonging	considering the advantages and disadvantages of different payment methods	some stereotypes can exist around jobs but these should not affect people's choices				
identifying my strengths and exploring how I use them to help others	what being lonely means and that it is not the same as being alone						
being able to breakdown a problem into smaller parts to overcome it	what a problem or barrier is and that these can be overcome						
						Safety and the Changing Body allergic, anaphylaxis, bullying, casualty, cyberbullying, fake, influence	

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	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		Family and Relationships
Year 4	using respectful language to discuss different families	families are varied in the UK and across the world	discussing how we can help to protect human rights	human rights are specific rights that apply to all people	discussing how to seek help if I need to	risks to sharing things online	acts of kindness, authority, bereavement, bullying, bystander, manners, permission, respect, stereotype
	exploring physical and emotional boundaries in friendships	different roles related to bullying including victim, bully and bystander	identifying ways items can be reused	some of the people who protect our human rights such as police, judges and politicians	exploring what to do if an adult makes me feel uncomfortable	difference between private and public	bereavement, bullying, bystander, manners, permission, respect, stereotype
	exploring how my actions and behaviour can affect other people	everyone has the right to decide what happens to their body	explaining why reusing items is of benefit to the environment	reusing items is of benefit to the environment	learning about the benefits and risks of sharing information online	risks associated with smoking tobacco	respect, stereotype
	discussing how to help someone who has experienced a bereavement	courtesy and manners which are expected in different scenarios	identifying the benefits different groups bring to the local community	councillors have to balance looking after local residents and the needs of the council	discussing the benefits of being a non-smoker	physical changes to both male and female bodies as people grow from children to adults	Health and Wellbeing
		some stereotypes related to disability	discussing the positives diversity brings to a community	there are a number of groups which make up the local community	discussing some physical and emotional changes during puberty	asthma is a condition which causes the airways to narrow	fluoride, healthy, mental health, negative emotions, positive emotions, relaxation, resilience, skill, visualise
		bereavement describes the feeling someone might have after someone dies or another big change in their lives			learning how to help someone who is having an asthma attack		Citizenship
	Health and Wellbeing		Economic Wellbeing		Transition Session		authority, cabinet, community, council, councillor, officer, councillor, diversity, environment, human rights, local government, protect reuse,
	developing independence in looking after my teeth	key facts about dental health	exploring the factors which affect whether something is value for money	money can be lost in a variety of ways	recognising our own achievements	setting goals can help us to achieve what we want	
				importance of tracking money	being able to set goals		

	<p>identifying what makes me feel calm and relaxed</p> <p>learning visualisation as a tool to aid relaxation</p> <p>exploring how my skills can be used to undertake certain jobs</p> <p>explore ways we can make ourselves feel happy or happier</p> <p>developing the ability to appreciate the emotions of others in different situations</p> <p>learning to take responsibility for my emotions by knowing that I can control some things but not others</p> <p>developing a growth mindset</p>	<p>visualisation means creating an image in our heads</p> <p>different job roles need different skills and so some roles may suit me more than others</p> <p>it is normal to experience a range of emotions</p> <p>mental health refers to our emotional wellbeing, rather than physical</p> <p>mistakes can help us to learn</p> <p>who can help if we are worried about our own or other people's mental health</p>	<p>discuss some impacts of losing money</p> <p>identifying negative and positive influences that can affect our career choices</p>	<p>many people will have more than one job or career in their lifetimes</p> <p>exploring ways to overcome stereotypes in the workplace</p>			<p>UN/United Nations, volunteer</p> <p>Economic Wellbeing banks balance, bank statement, career, debit card</p> <p>Safety and the Changing Body age restriction, asthma, law, tobacco, breasts, genitals, hygiene, penis, puberty, testicles/testes</p> <p>Vocabulary linked to the National Science Curriculum</p>
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	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		
Year 5	<p>identifying ways families might make children feel unhappy or unsafe</p> <p>exploring the impact that bullying might have</p> <p>exploring issues which might be encountered in friendships and how these might impact the friendship</p> <p>exploring and questioning the assumptions we make about people based on how they look</p> <p>exploring our positive attributes and being proud of these (self-respect)</p>	<p>marriage is a legal commitment and is a choice people can make</p> <p>if I have a problem, I can call ChildLine on 0800 1111</p> <p>what attributes and skills make a good friend</p> <p>what might lead to someone bullying others</p> <p>what action a bystander can take when they see bullying</p> <p>positive attributes are the good qualities that someone has</p> <p>stereotypes can be unfair, negative and destructive</p> <p>discrimination is the unfair treatment of different groups of</p>	<p>explaining why reducing the use of materials is positive for the environment</p> <p>discussing how rights and responsibilities link</p> <p>exploring the right to a freedom of expression</p> <p>identifying the contribution people make to the community and how this is recognised</p> <p>developing an understanding of how parliament and Government work</p> <p>identifying ways people can bring about change in society</p>	<p>what happens when someone breaks the law</p> <p>waste hierarchy</p> <p>parliament is made up of the House of Commons, the House of Lords and the Monarch</p> <p>parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work</p> <p>a pressure group is a group of people who feel very strongly about an issue and want to see something change</p>	<p>developing an understanding of how to ensure relationships online are safe</p> <p>learning to make 'for' and 'against' arguments to help with decision making</p> <p>process of the menstrual cycle</p> <p>names of the external sexual parts of the body and the internal reproductive organs</p> <p>puberty happens at different ages for different people</p> <p>how to assess a casualty's condition</p>	<p>steps to take before sending a message online (using the THINK mnemonic)</p> <p>some of the possible risks online</p> <p>some strategies I can use to overcome pressure from others and make my own decisions</p> <p>discussing problems which might be encountered during puberty and using knowledge to help</p> <p>learning how to help someone who is choking</p> <p>placing an unresponsive patient into the recovery position</p>	<p>Family and Relationships attributes, bullying, bystander, cyberbullying, marriage, secret, wedding</p> <p>Health and Wellbeing fail, goal, protect, relaxation, responsibility, steps</p> <p>Citizenship defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, Member of Parliament (MP), parliament, pressure group, Prime Minister, trial</p> <p>Economic Wellbeing budget, discrimination, expenditure, income, interest, repayment, stereotype</p>

		people, especially on the grounds of race, age, sex, or disability					Safety and the Changing Body genitals, erection, penis, scrotum, sperm duct, testicles/testes, wet dreams, breasts, menstruation/period, ovary/ovaries, vagina, fallopian tube, labia, nipples, uterus/womb, vulva , puberty
	Health and Wellbeing		Economic Wellbeing		Transition Session		
developing independence for protecting myself in the sun	risks of sun exposure	discussing risks associated with money	that when money is borrowed it needs to be paid back, usually with interest	recognising own skills and how these can be developed	skills needed for roles in school		
understanding the relationship between stress and relaxation	relaxation stretches can help us to relax and de-stress	making a budget based on priorities	it is important to prioritise spending				
considering calories and food groups to plan healthy meals	calories are the unit that we use to measure the amount of energy certain foods give us	discussing the role of money in selecting a job	income is the amount of money received and expenditure is the amount of money spent				
developing greater responsibility for ensuring good quality sleep	that what we do before bed can affect our sleep quality	discussing how income can change and the feelings associated with this	some ways that people lose money				
taking responsibility for my own feelings	what can cause stress						Vocabulary linked to the National Science Curriculum
	that failure is an important part of success						

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	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
	Family and Relationships		Citizenship		Safety and the Changing Body		
Year 6	<p>identifying ways to resolve conflict through negotiation and compromise</p> <p>discussing how and why respect is an important part of relationships</p> <p>identifying ways to challenge stereotypes</p> <p>exploring the process of grief and understanding that it is different for different people</p>	<p>conflict is a disagreement or argument and can occur in friendship</p> <p>concepts of negotiation and compromise</p> <p>what respect is</p> <p>everyone deserves respect but respect can be lost</p> <p>stereotypes can lead to bullying and discrimination</p> <p>loss and change can cause a range of emotions</p> <p>grief is the process people go through when someone close to them dies</p>	<p>learning about environmental issues relating to food</p> <p>discussing how education and other human rights protect us</p> <p>identifying causes which are important to us</p> <p>discussing how people can influence what happens in parliament</p> <p>discussing ways to challenge prejudice and discrimination</p> <p>identifying appropriate ways to share views and ideas with others</p>	<p>education is an important human right</p> <p>our food choices can affect the environment</p> <p>the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education</p> <p>prejudice is making assumptions about someone based on certain information</p> <p>discrimination is treating someone differently because of certain factors</p>	<p>developing an understanding about the reliability of online information</p> <p>exploring online relationships including dealing with problems</p> <p>discussing the reasons why adults may or may not drink alcohol</p> <p>discussing problems which might be encountered during puberty and using knowledge to help</p> <p>learning how to help someone who is choking</p> <p>placing an unresponsive patient into the recovery position</p>	<p>online relationships should be treated in the same way as face-to-face relationships</p> <p>where to get help with online problems</p> <p>risks associated with drinking alcohol</p> <p>to conduct a primary survey (using DRSABC).</p>	<p>Family and Relationships authority, conflict, earn, anticipate, authority, grieving, resolve, respect, stereotype</p> <p>Health and Wellbeing growth mindset, habit, qualities, responsibility, skill, vaccination</p> <p>Citizenship concern, discrimination, environment, government, human rights, ministers, prejudice, Prime Minister, protected characteristics, UN/United Nations</p> <p>Economic Wellbeing career, gambling, PIN, qualification</p> <p>Safety and the Changing Body alcohol, cyberbullying, internet trolling, erection, penis, scrotum, sperm,</p>
	Health and Wellbeing		Economic Wellbeing		Identity		
	<p>considering ways to prevent illness</p>	<p>vaccinations can give us protection against disease</p>	<p>recognising differences in how people deal with</p>	<p>there are certain rules to follow to keep money safe in bank accounts</p>	<p>discussing the factors that make our 'identity'</p>	<p>identity is the way we see ourselves and also how other people see us</p>	

	<p>identifying some actions to take if I am worried about my health or my friends' health</p> <p>identifying a range of relaxation strategies and situations in which they would be useful</p> <p>exploring ways to maintain good habits</p> <p>setting achievable goals for a healthy lifestyle</p> <p>exploring my personal qualities and how to build on them</p> <p>developing strategies for being resilient in challenging situations</p>	<p>changes in the body could be possible signs of illness</p> <p>a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)</p> <p>a habit is a behaviour that we often do without thinking and that we can have good and bad habits</p> <p>a number of factors contribute to my mental health (Diet, exercise, rest/relaxation)</p> <p>effects technology can have on mental health</p>	<p>money and the role of emotions in this</p> <p>discussing some risks associated with gambling</p> <p>identifying jobs which might be suitable for them</p>	<p>gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money</p> <p>different jobs have different routes into them</p> <p>people change jobs for a number of reasons</p> <p>banks and organisations such as Citizens' Advice can help with money-related problems</p>	<p>recognising the difference between how we see ourselves and how others see us</p> <p>exploring how the media might influence our identity</p>	<p>gender and sexual orientation form part of a person's identity</p>	<p>sperm duct, testicles/testes, wet dreams, egg/ovum, fallopian tube, fertilization, labia, menstruation/period, nipples, ovary/ovaries, pregnant, uterus/womb, vagina, vulva</p> <p>Identity attraction, change continuum/spectrum expression, feminine/femininity gender identity, identity, images Manipulation, Masculine/masculinity, Media, Sexual orientation</p> <p>Vocabulary linked to the National Science Curriculum</p>
Transition Session						<p>a big change can bring opportunities but also worries</p>	

Appendix 1

STATUTORY OBJECTIVES: Science, EYFS Curriculum

National Curriculum Science	EYFS Objectives
<p>Key Stage 1 <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults (Y2) <p>Key Stage 2 <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5) describe the life process of reproduction in some plants and animals (Y5) describe the changes as humans develop to old age (Y5) learn about the changes experienced in puberty (Y5) Non-statutory recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6) find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (Y6) Non-statutory 	<p>Building Relationships</p> <ul style="list-style-type: none"> Begins to form relationships with a trusted adult. Becomes confident to separate from main carer. <p>Managing self</p> <ul style="list-style-type: none"> Supported with washing hands and toileting. Explores the setting and resources, supported by pre-teaching of different areas within the setting and expectations, such as tidying up. <p>Self-Regulation</p> <ul style="list-style-type: none"> Begins to understand the expectations of the setting and school values. Sits during whole group time for a short period of time. Begins to identify and name own feelings using zones of regulation, expressing how they feel using the colour coded system for self-registration.

Appendix 2

STATUTORY RELATIONSHIPS EDUCATION by the end of primary school

Families and people who care for me

Pupils should know:

- 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

Online relationships

Pupils should know:

- 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

Caring friendships

Pupils should know:

- 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

Respectful relationships

Pupils should know:

- 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



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- how information and data is shared and used online

Being safe

Pupils should know:

- 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, for example family, school or other sources



Appendix 3

STATUTORY PHYSICAL HEALTH AND MENTAL WELLBEING by the end of primary school

Mental wellbeing

Pupils should know:

- 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

Internet safety and harms

Pupils should know:

- 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



Health and prevention

Pupils should know:

- 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

Basic first aid

Pupils should know:

- 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

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Physical health and fitness

Pupils should know:

- 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

Healthy eating

Pupils should know:

- 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)

Changing adolescent body

Pupils should know:

- 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