



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Relationships Education, Relationships and Sex Education (RSE) and Health Education Progression Overview

Relationships Education, Relationships and Sex Education (RSE) and Health Education Talking Points Scheme										
Relationships Education, Relationships and Sex Education (RSE) Statements	Talking Points Scheme Coverage	Families and people who care for me	Nursery	Reception / F2	Year 1 Talking Points Teacher Notes Y1	Year 2 Talking Points Teacher Notes Y2	Year 3 Talking Points Teacher Notes Y3	Year 4 Talking Points Teacher Notes Y4	Year 5 Talking Points Teacher Notes Y5	Year 6 Talking Points Teacher Notes Y6
			Families are important for children growing up because they can give love, security, and stability – Talking Points 5	Families are important for children growing up because they can give love, security, and stability – Talking Points 5 & 6	Families are important for children growing up because they can give love, security, and stability – Talking Points 1 and 2 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 – Talking Points 1 and 2 Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them – Talking Points 1 and 2 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 – Talking Points 1 and 2 Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Talking Point 2		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 – Talking Points 7 and 11 Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them – Talking Points 7, 16, 17, 18 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 – Talking Points 11, 17 and 18 Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Talking Points 12 and 14		Families are important for children growing up because they can give love, security, and stability – Talking Points 9 and 11 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 – Talking Points 9 and 11 Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them – Talking Point 11 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 – Talking Point 11 Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong – Talking Point 11 Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Talking Point 2	Families are important for children growing up because they can give love, security, and stability – Talking Point 11 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 – Talking Point 11 Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them – Talking Point 11 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 – Talking Point 11 Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Talking Point 9

Relationships Education, Relationships and Sex Education (RSE) Statements		Caring friendships	Nursery		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking Points Scheme Coverage			How important friendships are in making us feel happy and secure, and how people choose and make friends. Talking Point 7	How important friendships are in making us feel happy and secure, and how people choose and make friends. Talking Point 7 & 18	Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Point 2 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Points 7 and 18 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 Talking Points 7 and 18 Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed Talking Points 2 and 8	Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Point 10 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Point 8 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 Talking Point 8	How important friendships are in making us feel happy and secure, and how people choose and make friends - Talking Points 6 and 9 Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Points 6,7,9,10 and 13 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Points 11 and 12 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 Talking Points 6,8,12 and 13 Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed Talking Points 9, 11, 12 and 14	How important friendships are in making us feel happy and secure, and how people choose and make friends - Talking Point 3 Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Point 3 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Point 3 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 Talking Points 2 and 3 Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed Talking Point 2	How important friendships are in making us feel happy and secure, and how people choose and make friends - Talking Points 7 and 10 Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Points 7 and 10 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Points 7 and 13 Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed Talking Points 7, 10, and 14	How important friendships are in making us feel happy and secure, and how people choose and make friends - Talking Points 6 and 8 Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - Talking Points 6,8 and 17 Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - Talking Points 6 and 8 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 Talking Point 15 Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed Talking Points 6, 7, 8, 9, and 17

Relationships Education, Relationships and Sex Education (RSE) Statements	Talking Points Scheme Coverage	Respectful Relationships	<p>Nursery</p> <p>Conventions of courtesy and manners. Talking Point 8</p> <p>The importance of self-respect and how this links to their own happiness. Talking Point 8</p>	<p>Reception / F2</p> <p>Conventions of courtesy and manners. Talking Point 8, 9, 13 & 14</p> <p>The importance of self-respect and how this links to their own happiness. Talking Point 8, 9, 13 & 14</p>	<p>Year 1</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Point 3</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships Talking Point 3</p> <p>Conventions of courtesy and manners Talking Point 3</p> <p>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 Talking Points 3 and 8</p>	<p>Year 2</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Points 8 and 9</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships Talking Points 6 and 7</p> <p>Conventions of courtesy and manners Talking Point 7</p> <p>Importance of self-respect and how this links to their own happiness Talking Point 10</p> <p>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 Talking Point 9</p>	<p>Year 3</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Points 6 and 7</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships Talking Point 6</p> <p>Conventions of courtesy and manners Talking Points 6 and 9</p> <p>Importance of self-respect and how this links to their own happiness Talking Points 7 and 16</p> <p>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 Talking Points 7, 8, 9 and 10</p>	<p>Year 4</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Points 3, 14 and 15</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships Talking Point 3</p> <p>Conventions of courtesy and manners Talking Points 9 and 10</p> <p>Importance of self-respect and how this links to their own happiness Talking Point 15</p> <p>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 Talking Points 9, 10, 14, and 15</p>	<p>Year 5</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Points 7, 8, 13 and 14</p> <p>Importance of self-respect and how this links to their own happiness Talking Point 12</p>	<p>Year 6</p> <p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs Talking Point 15</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships Talking Points 7 and 15</p> <p>Importance of self-respect and how this links to their own happiness Talking Points 6 and 8</p>
		Online relationships	<p>Nursery</p>	<p>Reception / F2</p>	<p>Year 1</p>	<p>Year 2</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Talking Point 17</p> <p>Know how information and data is shared and used online Talking Point 17</p>	<p>Year 3</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Talking Point 14</p>	<p>Year 4</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not. Talking Point 6</p> <p>Know 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. Talking Points 6 and 7</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Talking Point 6</p> <p>Know how to critically consider their online friendships and sources of</p>	<p>Year 5</p>	<p>Year 6</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not. Talking Point 7</p> <p>Know 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. Talking Points 7,15,16 and 17</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Talking Points 7,16 and 17</p> <p>Know how to critically consider their online friendships and sources of</p>

								information including awareness of the risks associated with people they have never met. Talking Point 6		information including awareness of the risks associated with people they have never met. Talking Points 7,15,16 and 17 Know how information and data is shared and used online Talking Point 7
Relationships Education, Relationships and Sex Education (RSE) Statements	Talking Points Scheme Coverage	Being safe	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				What sorts of boundaries are appropriate in friendships with peers and others Talking Point 10 & 16 Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Talking Point 10 & 16 where to get advice e.g. family, school and/or other sources. Talking Point 10 & 16	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Talking Points 8 and 9 Know 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. Talking Point 9 Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Talking Point 9	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Talking Point 14 Know 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. Talking Point 14 and 16 Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Talking Point 14 Know how to respond safely and appropriately to adults they may	Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Talking Point 11 Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Talking Point 5 Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Talking Point 14 Know where to get advice e.g. family, school and/or other sources Talking Point 14	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Talking Points 2, 6 and 7 Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Talking Point 7 Know where to get advice e.g. family, school and/or other sources Talking Point 7	Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Talking Point 10 Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Talking Point 8 Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Talking Points 7, 8, 10 and 14 Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Talking Point 8 Know where to get advice e.g. family, school and/or	Know 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. Talking Point 9 Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Talking Point 9 Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Talking Point 9 Know how to ask for advice or help for themselves or others, and to

					<p>encounter (in all contexts, including online) whom they do not know. Talking Point 15</p> <p>Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Talking Point 14</p> <p>Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Talking Points 14 and 16</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Talking Point 14</p> <p>Know where to get advice e.g. family, school and/or other sources Talking Point 14 and 16</p>			<p>other sources Talking Point 10</p>	<p>keep trying until they are heard. Talking Points 9 and 16</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Talking Points 9 and 16</p> <p>Know where to get advice e.g. family, school and/or other sources Talking Points 9 and 16</p>
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Relationships Education, Relationships and Sex Education (RSE) and Health Education										
Talking Points Scheme										
Health Education Statements	Talking Points Scheme Coverage	Mental Wellbeing	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Talking Points Teacher Notes Y1	Talking Points Teacher Notes Y2	Talking Points Teacher Notes Y3	Talking Points Teacher Notes Y4	Talking Points Teacher Notes Y5	Talking Points Teacher Notes Y6
			<p>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. Talking Points 1, 2, 3 & 4</p>	<p>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. Talking Points 1, 2, 3, 4, 11 & 17</p> <p>To recognise and talk about their emotions,</p>	<p>Know 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. Talking Points 4, 5 and 10</p> <p>Know how to recognise and talk about their emotions, including having a</p>	<p>Know 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. Talking Point 5</p> <p>Know how to recognise and talk about their emotions, including having a</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Talking Point 1 and 2</p> <p>Know 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. Talking Point 8</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Talking Point 8</p> <p>Know 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</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Talking Point 3</p> <p>Know 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</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Talking Point 3</p> <p>Know 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</p>

			<p>To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Talking Points 1, 2, 3 & 4</p> <p>To judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Points 1, 2, 3 & 4</p>	<p>including having a varied vocabulary of words to use when talking about their own and others' feelings. Talking Points 1, 2, 3, 4, 11 & 17</p> <p>To judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Points 1, 2, 3, 4, 11 & 17</p>	<p>varied vocabulary of words to use when talking about their own and others' feelings. Talking Points 4, 5 and 10</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Point 5</p> <p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Talking Points 4 and 5</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Points 4 and 5</p> <p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Talking Points 4, 5 and 10.</p> <p>Know 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). Talking Points 5 and 10</p>	<p>varied vocabulary of words to use when talking about their own and others' feelings. Talking Point 5</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Points 5 and 6</p> <p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Talking Point 5</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Point 5</p>	<p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Talking Point 1</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Point 2</p> <p>Know 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. Talking Point 1</p>	<p>situations. Talking Points 1, 2 and 13</p> <p>Know 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. Talking Points 1, 2 and 8</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Points 1, 2 and 5</p> <p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Talking Points 16, 17 and 18</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Point 8</p> <p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Talking Points 1 and 8</p> <p>Know 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). Talking Points 2, 8 and 13</p> <p>Know 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. Talking Point 8</p>	<p>situations. Talking Point 9</p> <p>Know 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. Talking Points 3 and 9.</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Talking Points 3 and 9</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Point 3</p> <p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Talking Points 3, 9 and 10</p> <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Talking Point 7</p> <p>Know 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). Talking Points 3 and 9</p> <p>Know 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. Talking Points 3 and 9</p>	<p>situations. Talking Point 4</p> <p>Know 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. Talking Point 4</p> <p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Talking Point 3</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Talking Points 3 and 4</p> <p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Talking Point 3</p> <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Talking Point 3</p> <p>Know 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). Talking Points 3 and 4</p> <p>Know 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. Talking Point 3</p>
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Health Education Statements	Talking Points Scheme Coverage	Internet Safety and harms	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Know that for most people the internet is an integral part of life and has many benefits. Talking Point 17</p> <p>Know 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. Talking Point 17</p> <p>Know 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. Talking Point 17</p> <p>Know why social media, some computer games and online</p>				<p>Know that for most people the internet is an integral part of life and has many benefits. Talking Point 13</p> <p>Know 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. Talking Point 5</p> <p>Know 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. Talking Points 16 and 17</p>

						gaming, for example, are age restricted. Talking Point 17 Know 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. Talking Point 17				Know why social media, some computer games and online gaming, for example, are age restricted. Talking Point 5 Know 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. Talking Points 7, 13 and 17 Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Talking Points 13 and 14 Know where and how to report concerns and get support with issues online. Talking Points 7, 13 and 14
Health Education Statements	Talking Points Scheme Coverage	Physical Health and Fitness	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Know the characteristics and mental and physical benefits of an active lifestyle. Talking Point 1 Know 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. Talking Point 1 Know the risks associated with an inactive lifestyle (including obesity). Talking Point 1	Know the characteristics and mental and physical benefits of an active lifestyle. Talking Point 1 and 2 Know 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. Talking Point 1 and 2 Know the risks associated with an inactive lifestyle (including obesity). Talking Point 1 and 2 Know how and when to seek support including which adults to speak to in school if they are worried about their health. Talking Point 1 and 2			Know the characteristics and mental and physical benefits of an active lifestyle. Talking Points 3 and 12 Know 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. Talking Point 12 Know the risks associated with an inactive lifestyle (including obesity). Talking Point 12 Know how and when to seek support including which adults to speak to in school if they are worried about their health. Talking Point 12

Health Education Statements	Talking Points Scheme Coverage	Healthy Eating	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Talking Point 2</p> <p>Know the principles of planning and preparing a range of healthy meals.</p> <p>Talking Point 2</p> <p>Know 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).</p> <p>Talking Point 2</p>	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Talking Point 1</p> <p>Know 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).</p> <p>Talking Point 1</p>			<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Talking Point 12</p> <p>Know the principles of planning and preparing a range of healthy meals.</p> <p>Talking Point 12</p> <p>Know 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).</p> <p>Talking Point 12</p>
Health Education Statements	Talking Points Scheme Coverage	Drugs, alcohol and tobacco	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Talking Point 4</p>		<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Talking Point 2</p>	<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Talking Points 2 and 5</p>

Health Education Statements	Talking Points Scheme Coverage	Health and Prevention	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Talking Point 14</p> <p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Talking Point 13</p>	<p>Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Talking Point 4</p> <p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Talking Point 4</p> <p>Know the facts and science relating to allergies, immunisation and vaccination. Talking Point 3</p>	<p>Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Talking Points 1 and 2</p>			<p>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Talking Point 12</p> <p>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Talking Point 12</p> <p>Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Talking Point 12</p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Talking Point 12</p> <p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of</p>

										handwashing. Talking Point 12 Know the facts and science relating to allergies, immunisation and vaccination. Talking Point 12
Health Education Statements	Talking Points Scheme Coverage	Basic First Aid	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Know how to make a clear and efficient call to emergency services if necessary. Talking Point 12			Know how to make a clear and efficient call to emergency services if necessary. Talking Point 4 Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. Talking Point 4		
Health Education Statements	Talking Points Scheme Coverage		Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

		Changing adolescent body								Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Talking Point 10 Know about menstrual wellbeing including the key facts about the menstrual cycle Talking Point 10
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Year group	Overview of Talking Points Units and Key Texts					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation stage 1	1) I'm special, I'm me 2) When I'm feeling happy	3) When I am feeling sad 4) When I am feeling angry	5) The Kissing Hand	7) Join in and Play	7) Can't you sleep little bear?	8) Mine!
Foundation stage 2	1) I'm special, I'm me 2) When I'm feeling happy	3) When I am feeling sad 4) When I am feeling angry 5) The Kissing Hand	6) I love you through and through 7) Join in and Play 8) It's not fair	9) Say Sorry Sydney 10) Giraffe asks for help 11) Amazing Grace	13) Monkey needs to Listen 14) Mine! 15) Topsy and Tim help a friend	16) Splash! 17) Tom's special Talent 18) Cheer up

Year 1 Talking Points Planning Year 1	1) Love is a Family 2) Under the Love Umbrella 3) Whoever you are	4) Augustus and his smile 5) My yellow balloon 6) Bella's rules	7) Thank you Omu 8) Tease Monster 9) No means no	10) The huge bag of worries 11) No dragons for tea 12) George's dragon at the fire station	13) I don't want to wash my hands 14) The tooth book 15) A chair for my mother	16) The baby's catalogue 17) Peter's chair 18) Giraffes can't dance 18) Mommy, Mama and Me
Year 2 Talking Points Planning Year 2	1) Get up and go 2) I will not never ever eat a tomato 3) Dr Molly's medicine Case	4) Do not lick this book 5) In my heart 6) The selfish crocodile	7) When a dragon comes to stay 8) The Steves 9) We are all born free	10) Farmer Duck 11) Here we are 12) My rows and piles of coins	13) Me and my amazing body 14) My body, what I say goes 15) Never talk to strangers 16) What happened to you?	17) Ruby's worry 18) Webster's email 19) The dinosaur department store 20) And Tango makes three
Year 3 Talking Points Planning Year 3	1) Gregory the terrible eater 2) Crab and Whale 3) Look out at home	4) Smoking stinks 5) Come and tell me 6) Two monsters	7) The day the crayons quit 8) I did it, I'm sorry 9) The boy who cried bigfoot	10) A bike like Sergio's 11) The hug 12) Fergal is fuming	13) The Go Away Bird 14) The lion inside 15) In the swamp by the light of the moon	16) Horace and Morris but mostly Deloris 17) Through my window 18) My two grannies 19) Roxy the Racoon
Year 4 Talking Points Planning Year 4	1) The bear, the piano, the dog and the fiddle 2) I hate everything 3) The squirrels who squabbled	4) Charlie is broken 5) Mini Rabbit not lost 6) Chicken clicking	7) Elle gets a mobile phone 8) Your mind is like the sky 9) David gets in trouble	10) Miles is the boss of his body 11) Stardust 12) Ruby's wish	13) The king who banned the dark 14) Along came a different 15) The Bad Seed	16) What can a citizen do? 17) A castle on Viola Street 18) The Red bicycle 19) What is a marriage

Year 5 Talking Points Planning Year 5	1) Harold and the Purple Pen 2) Daddy doesn't have to be a Giant Anymore 3) Silly Billy	4) The Storm Whale 5) Oliver and Patch 6) The Koala Who Could	7) Ferdinand 8) Let the Children March 9) Grandpa's Island	10) Just Kidding 11) King and King 12) I'm a Girl!	13) The Sneetches 14) How to be a Lion 15) Tight Times	16) Who Pays Tax and What does it Do? 17) Granddaddy's Turn 18) Joseph had a Little Overcoat 19) I am Jazz
Year 6 Talking Points Planning Year 6	1) A New Coat for Anna 2) My Sister Takes Drugs 3) After the Fall	4) The Sea Saw 5) But It's Just a Game 6) Little Cloud	7) hashtag Goldilocks 8) I Dare You 9) Malala's Magic Pencil	10) Tad 11) And Tango Makes Three 12) Sleep Book	13) Sam Tells Stories 14) But I read it on the Internet! 15) Why?	16) Am I a Cyber Bully? 17) Have I trolled Someone? 18) Julian is a Mermaid 19) My three best friends and me, Zulay 20) Pride

EYFS RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School	TP Question (Protected characteristics) British Values
Autumn 1	I'm special, I'm me (F1 & F2)	Y	What do we mean by the word 'special'?
	When I'm feeling Happy (F1 & F2)	Y	What makes you feel happy?
	When I'm feeling Sad (F1 & F2)	Y	What makes you feel sad?
Autumn 2	When I'm feeling Angry (F1 & F2)	Y	What is anger?
	The Kissing Hand (F1 & F2)	Y	When do you miss your family?
	I love you through and through (F2 only)	Y	Who do you love and why?
Spring 1	It's not Fair (F2 only)	Y	What does it mean to be fair? British Values – Rule of Law
	Join in and Play (F1 & F2)	Y	How do I play with others?
	Say Sorry Sidney (F2 only)	Y	When should I say sorry?
Spring 2	Giraffe asks for help (F2 only)	Y	Who do I ask for help when I am stuck?
	Amazing Grace (F2 only)	Y	Why should I be proud of who I am? (Race, Sex) British Values – Individual Liberty
	Can't you sleep little bear? (F1 & F2)	Y	What makes me worried?
Summer 1	Monkey needs to listen (F2 only)	Y	Why is it important to listen carefully?
	Mine (F1 & F2)	Y	What does sharing mean?
	Topsy and Tim help a friend (F2 only)	Y	What is a good friend?
Summer 2	Splash (F2 only)	Y	What does the word brave mean?
	Tom's special talent (F2 only)	Y	What does the word talent mean?
	My Uncle's Wedding (F2 only)	Y	What does 'cheer up' mean?

YEAR 1 RHE BOOKS AND TALKING POINTS QUESTIONS			
Suggested Term to be taught in	Book	In School	TP Question (Protected characteristics) British Values
Autumn 1	Love is a family	Y	Who is in my family?
	Under the love umbrella	Y	Who are my important people?
	Whoever you are	Y	What makes a person? (Race) British Values – Respect and Tolerance
Autumn 2	Augustus and his smile	Y	What makes me happy?
	My yellow balloon	Y	What does sad feel like?
	Bella's rules	Y	Why do we have rules? British Values – Rule of Law
Spring 1	Thank you Omu	Y	Is it kind or unkind?
	Tease Monster	Y	Is teasing ever okay?
	No means no	Y	What should I do if I don't like it? (Sex) British Values – Respect and Tolerance
Spring 2	The huge bag of worries	Y	What does worry feel like?
	No dragons for tea	Y	How do I keep safe?
	George's dragon at the firestation	Y	What should I do in an emergency?
Summer 1	I don't want to wash my hands	Y	When should I wash my hands?
	The tooth book	Y	Why are teeth important?
	A chair for my mother	Y	What should I do with money?
Summer 2	The baby's catalogue	Y	What did I need as a baby? (Pregnancy)
	Peter's chair	Y	How can I be more grown up?
	Giraffes can't Dance	Y	Do I always have to be the best?
	Mommy, Mama and me	Y	What do you need for a loving family? (Civil Partnerships / Marriage) British Values Individual Liberty

YEAR 2 RHE BOOKS AND TALKING POINTS QUESTIONS			
Suggested term to be taught in	Book	In School	TP Question (Protected characteristics) British Values
Autumn 1	Get up and go	Y	Why should I exercise?
	I will not never ever eat a tomato	Y	What if I don't like vegetables?
	Dr Molly's medicine Case	N	Are medicines always good?
Autumn 2	Do not lick this book	Y	Can I stop myself being ill?
	In my heart	Y	What does angry feel like?
	The selfish crocodile	Y	How do I make you feel?
Spring 1	When a dragon comes to stay	Y	Is it right or wrong? British Values – Rule of Law
	The stoves	Y	How can I compromise?
	We are all born free	Y	What are rights and responsibilities? (Beliefs) British Values – Democracy
Spring 2	Farmer Duck	Y	How do I contribute?
	Here we are	Y	How can I save the planet? British Values – Rule of Law
	My rows and piles of coins	Y	Where could my money come from?
Summer 1	Me and my amazing body	Y	Do I know my body?
	My body, what I say goes	Y	What does private really mean? (Sex) British Values – Rule of Law
	Never talk to strangers	Y	Who can I trust?
Summer 2	What happened to you?	Y	What is disability? (Disability)
	Ruby's worry	Y	Should I keep a secret?
	Webster's email	Y	Am I safe online? British Values – Rule of Law
	The dinosaur department store	Y	What should I aim for?
	And Tango makes three	Y	Who can be parents? (LGBTQ+) British Values – Individual Liberty

YEAR 3 RHE BOOKS AND TALKING POINTS QUESTIONS			
Suggested term to be taught in	Book	In School	TP Question (Protected characteristics) British Values
Autumn 1	Gregory the terrible eater	Y	What can I do to be healthy?
	Crab and Whale	Y	How can you have a balanced lifestyle?
	Look out at home	Y	What is health and safety?
Autumn 2	Smoking stinks	Y	How does smoking damage my health?
	Come and tell me	Y	What should you tell your grown-ups?
	Two monsters	Y	What is restorative justice? British Values – Rule of Law
Spring 1	The day the crayons quit	Y	What are my rights and responsibilities? Beliefs British Values – Rule of Law
	I did it, I'm sorry	Y	What should you do if you break a rule? British Values – Rule of Law
	The boy who cried bigfoot	Y	Why should you tell the truth?
Spring 2	A bike like Sergio's	Y	What does honesty mean?
	The hug	Y	What can you do if someone else is sad?
	Fergal is fuming	Y	How do your actions affect other people
Summer 1		Y	What are your relationship rights and responsibilities? British Values – Respect and Tolerance
	The Go Away bird		
	The Lion inside	Y	How do I raise my concerns?
Summer 2	In the swamp by the light of the moon	Y	What is a community?
	Horace and Morris but mostly Deloris	Y	How are people different from each other? Race and Gender
	Through my window	Y	What and who can you see through your window?
	My two grannies	Y	Who lives in the UK? Race, age and Beliefs British Values – Democracy
	Roxy The Raccoon	N	How can we make our community more inclusive? Disability British Values – Individual Liberty

YEAR 4 RHE BOOKS AND TALKING POINTS QUESTIONS			
Suggested term to be taught in	Book	In School	TP Question (Protected characteristics) British Values
Autumn 1	The bear, the piano, the dog and the fiddle	Y	What's the feeling I have?
	I hate everything	Y	What do I do when my friend is cross?
Autumn 2	The squirrels who squabbled	Y	How do I compromise?
	Charlie is broken	Y	How do I do emergency first aid?
	Mini Rabbit not lost	Y	Am I at risk
Spring 1	Chicken clicking	Y	How do I stay safe online? British Values – Rule of Law
	Elle gets a mobile phone	Y	Am I safe on my mobile phone?
	Your mind is like the sky	Y	What can I do about negative thoughts?
Spring 2	David gets in trouble	Y	Should I own up?
	Miles is the boss of his body	Y	Is it ok to hug? (Sex)
	Stardust	Y	What's an aspiration?
Summer 1	Ruby's wish	Y	What is enterprise? (Gender and Beliefs)
	The king who banned the dark	Y	What worries me in the world?
	Along came a different	Y	What is discrimination? (Race) British Values – Democracy
Summer 2	The bad seed	Y	What does it mean to be anti-social? British Values – Rule of Law
	What can a citizen do?	Y	How do I support my community? (Beliefs)
	A Castle on Viola Street	Y	What is a volunteer?
	The red bicycle	Y	Can I volunteer to help others?
	My Uncle's Wedding	Y	What is a marriage? (Civil partnerships) British Values – Individual Liberty

YEAR 5 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	In School	TP Question (Protected characteristics) (British Values)
Autumn 1	Harold and the purple crayon	Y	What are the goals you have set for yourself?
	Daddy doesn't have to be a giant anymore	Y	What can alcohol do to damage your health?
	Silly Billy	Y	How can your mind get ill?
Autumn 2	The storm whale	Y	What do you do to make a choice?
	Oliver and Patch	Y	How can your heart rule your head?
	The Koala who could	Y	How does change make you feel?
Spring 1	The story of Ferdinand	Y	What is peer pressure?
	Let the children march	Y	What could you do if you aren't happy with something? Race and Beliefs British Values - Democracy
	Grandad's island	Y	What is loss and how can we deal with it? Age
Spring 2	Just kidding	Y	What makes a healthy relationship with friends and family?
	King and King	Y	How can you commit in a relationship? Gender, Civil partnerships, LGBTQ+ British Values - Individual Liberty
	I'm a girl	Y	What is a stereotype? Gender, Sexual orientation and LGBTQ+
Summer 1	The sneetches	Y	What does prejudice mean? Race, Sex and Gender
	How to be a lion	Y	How do I challenge someone else's views?
	Tight times	Y	What is debt?
Summer 2	Taxes Taxes	N	Why do we pay taxes?
	Granddaddy's turn	Y	What is voting? Race and Age British Values - Democracy
	Joseph had a little overcoat	Y	How can I save money?
	I am Jazz	Y	Is it okay to be different? Gender, Sexual orientation, LGBTQ+ British Values - Individual Liberty

YEAR 6 RHE BOOKS AND TALKING POINTS QUESTIONS			
Suggested term to be taught	Book	In School	TP Question
			(Protected characteristics) (British Values) RSE
Autumn 1	A new coat for Anna	Y	What should you think about when you have money?
	My big sister takes drugs	Y	How could drugs damage my health? BV – Rule of Law
	After the fall	Y	What things can affect my mental health?
Autumn 2	The sea saw	Y	What sad things are you worried about happening?
	But it's just a game	Y	What can I do to break a habit?
	Little cloud	Y	How can I and why should I resist peer pressure?
Spring 1	Goldilocks	Y	What things should you not post/send on the internet or phone? BV – Rule of Law
	I dare you	Y	What should you do if someone dares you?
	Malala's magic pencil	Y	What would you speak out about? Race, beliefs and Gender
Spring 2	Tad	Y	What is puberty? Sex RSE
	Tango makes 3	Y	Where do babies come from? Pregnancy RSE
	The sleep book	Y	How can you look after yourself?
Summer 1	Sam tells stories	N	Are images in the media real?
	But I read it on the internet	Y	Is everything on the internet or TV true?
	Why?	Y	How should I deal with someone else's argument?
Summer 2	Troll stinks	Y	What is a cyber bully? BV – Rule of Law
	Bully	Y	What is the definition of trolling someone? BV – Rule of Law
	Julian is a mermaid	Y	What sort of person would you like to be? Gender, sexual orientation and LGBTQ+ BV – Individual Liberty
	My three best friends and me, Zulay	Y	What can we do to respect people with disabilities? Disability BV – Respect and tolerance
	Pride	Y	What should equality look like for the LGBTQ+ community? LGBTQ+ BV – Individual Liberty

Extra RSE delivered through the PSHE Association

	Lesson title and summary	PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Year 1 and 2	<p>1. <i>My special people</i> We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i> We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i> We are learning to name different parts of the body, including genitalia</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> • 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 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.

Year 3	<p>1. <i>What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend</p> <p>2. <i>Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Online relationships</p> <ul style="list-style-type: none"> 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. <p>Being safe</p> <ul style="list-style-type: none"> 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.
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Year 4 and 5	<p>1. <i>Puberty: time to change</i> We are learning about the physical changes that happen during puberty</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • 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.
	<p>2. <i>Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty</p>	<p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • 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.
	<p>3. <i>Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	
	<p>4. <i>Puberty: emotions and feelings</i> We are learning about emotional changes during puberty</p>	<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	

Year 6	<p><i>1. Puberty: recap and review</i> We are learning about the changes that happen during puberty (recap from year 4-5)</p> <p><i>2. Puberty: change and becoming independent</i> We are learning about managing change and becoming more independent</p> <p><i>3. Positive and healthy relationships</i> We are learning about positive, healthy relationships</p> <p><i>4. How babies are made</i> We are learning about how a baby is made</p>	<p>In addition to recapping on the Year 4 and 5 content:</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> 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.
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