



**P**ersonal **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		Families and people who care for me	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<a href="#">Talking Points Teacher Notes Y1</a>	<a href="#">Talking Points Teacher Notes Y2</a>	<a href="#">Talking Points Teacher Notes Y3</a>	<a href="#">Talking Points Teacher Notes Y4</a>	<a href="#">Talking Points Teacher Notes Y5</a>	<a href="#">Talking Points Teacher Notes Y6</a>
<b>Talking Points Scheme Coverage</b>			<p><b>Personal, Social and Emotional Development: Birth to 3 Years:</b> Develop friendship with other children.</p> <p><b>3 and 4 year olds:</b> Develop their sense of responsibility and membership of a community.</p> <p><b>Understanding the World: 3 and 4 year olds:</b> Begin to make sense of their own life-story and family's history.</p>	<p><b>Personal, Social and Emotional Development: Reception Children:</b> See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p><b>ELG: Building Relationships:</b> Form positive attachments to adults and friendships with peers.</p> <p><b>Understanding the World: Reception Children:</b> Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p><b>ELG: Past and Present:</b> Talk about the lives of people around them and their roles in society.</p>	<p>Families are important for children growing up because they can give love, security, and stability – <b>Talking Points 1 and 2</b></p> <p>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 – <b>Talking Points 1 and 2</b></p> <p>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 – <b>Talking Points 1 and 2</b></p> <p>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 – <b>Talking Points 1 and 2</b></p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - <b>Talking Point 2</b></p>		<p>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 – <b>Talking Points 7 and 11</b></p> <p>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 – <b>Talking Points 7, 16, 17, 18</b></p> <p>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 – <b>Talking Points 11, 17 and 18</b></p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - <b>Talking Points 12 and 14</b></p>		<p>Families are important for children growing up because they can give love, security, and stability – <b>Talking Points 9 and 11</b></p> <p>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 – <b>Talking Points 9 and 11</b></p> <p>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 – <b>Talking Point 11</b></p> <p>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 – <b>Talking Point 11</b></p> <p>Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong – <b>Talking Point 11</b></p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - <b>Talking Point 2</b></p>	<p>Families are important for children growing up because they can give love, security, and stability – <b>Talking Point 11</b></p> <p>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 – <b>Talking Point 11</b></p> <p>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 – <b>Talking Point 11</b></p> <p>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 – <b>Talking Point 11</b></p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - <b>Talking Point 9</b></p>

Relationships Education, Relationships and Sex Education (RSE) Statements	Talking Points Scheme Coverage	Caring friendships	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p><b>Communication and Language:</b> <b>3 and 4 year olds:</b> Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Personal, Social and Emotional Development:</b> <b>Birth to 3 Years:</b> Develop friendship with other children.</p> <p><b>3 and 4 year olds:</b> Play with one or more other children, extending and elaborating play ideas Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p><b>Communication and Language:</b> <b>Reception Children:</b> Develop social phrases.</p> <p><b>ELG: Listening, Attention and Understanding:</b> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p><b>ELG: Speaking:</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Build constructive and respectful relationships.</p> <p><b>ELG: Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Point 2</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Points 7 and 18</b></p> <p>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 <b>Talking Points 7 and 18</b></p> <p>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 <b>Talking Points 2 and 8</b></p>	<p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Point 10</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Point 8</b></p> <p>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 <b>Talking Point 8</b></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends - <b>Talking Points 6 and 9</b></p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Points 6,7,9,10 and 13</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Points 11 and 12</b></p> <p>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 <b>Talking Points 6,8,12 and 13</b></p> <p>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 <b>Talking Points 9, 11, 12 and 14</b></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends - <b>Talking Point 3</b></p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Point 3</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Point 3</b></p> <p>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 <b>Talking Points 2 and 3</b></p> <p>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 <b>Talking Point 2</b></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends - <b>Talking Points 7 and 10</b></p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Points 7 and 10</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Points 7 and 13</b></p> <p>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 <b>Talking Points 7, 10, and 14</b></p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends - <b>Talking Points 6 and 8</b></p> <p>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties - <b>Talking Points 6,8 and 17</b></p> <p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - <b>Talking Points 6 and 8</b></p> <p>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 <b>Talking Point 15</b></p> <p>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 <b>Talking Points 6, 7, 8, 9, and 17</b></p>

Relationships Education, Relationships and Sex Education (RSE) Statements		Respectful Relationships	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking Points Scheme Coverage			<p><b>Communication and Language:</b> <b>3 and 4 year olds:</b> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p><b>Personal, Social and Emotional Development:</b> <b>Birth to 3 Years:</b> Develop friendship with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways.</p> <p><b>3 and 4 year olds:</b> Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts. Develop appropriate ways of being assertive.</p> <p><b>Understanding the World:</b> <b>Birth to 3 Years:</b> Notice differences in people. <b>3 and 4 year olds:</b> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Communication and Language:</b> <b>Reception Children:</b> Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases.</p> <p><b>ELG: Listening, Attention and Understanding:</b> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><b>ELG: Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers</p> <p><b>Understanding the World:</b> <b>Reception Children:</b> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Point 3</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Talking Point 3</b> Conventions of courtesy and manners <b>Talking Point 3</b> 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 <b>Talking Points 3 and 8</b></p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Points 8 and 9</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Talking Points 6 and 7</b> Conventions of courtesy and manners <b>Talking Point 7</b> Importance of self-respect and how this links to their own happiness <b>Talking Point 10</b> 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 <b>Talking Point 9</b></p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Points 6 and 7</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Talking Point 6</b> Conventions of courtesy and manners <b>Talking Points 6 and 9</b> Importance of self-respect and how this links to their own happiness <b>Talking Points 7 and 16</b> 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 <b>Talking Points 7, 8, 9 and 10</b></p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Points 3, 14 and 15</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Talking Point 3</b> Conventions of courtesy and manners <b>Talking Points 9 and 10</b> Importance of self-respect and how this links to their own happiness <b>Talking Point 15</b> 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 <b>Talking Points 9, 10, 14, and 15</b></p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Points 7, 8, 13 and 14</b> Importance of self-respect and how this links to their own happiness <b>Talking Point 12</b></p>	<p>Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs <b>Talking Point 15</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Talking Points 7 and 15</b> Importance of self-respect and how this links to their own happiness <b>Talking Points 6 and 8</b></p>

Relationships Education, Relationships and Sex Education (RSE) Statements	Talking Points Scheme Coverage	Online relationships	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Personal, Social and Emotional Development: 3 and 4 year olds:</b> Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p>	<p><b>Personal, Social and Emotional Development: Reception Children:</b> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <b>ELG: Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <b>ELG: Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>		<p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>Talking Point 17</b> Know how information and data is shared and used online <b>Talking Point 17</b></p>	<p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>Talking Point 14</b></p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not. <b>Talking Point 6</b> 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. <b>Talking Points 6 and 7</b> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>Talking Point 6</b> Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b>Talking Point 6</b></p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not. <b>Talking Point 7</b> 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. <b>Talking Points 7,15,16 and 17</b> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>Talking Points 7,16 and 17</b> Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b>Talking Points 7,15,16 and 17</b> Know how information and data is shared and used online <b>Talking Point 7</b></p>		

Relationships Education, Relationships and Sex Education (RSE) Statements		Being safe		Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Talking Points Scheme Coverage		<p><b>Personal, Social and Emotional Development: 3 and 4 year olds:</b> Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p>	<p><b>Personal, Social and Emotional Development: Reception Children:</b> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <b>ELG: Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <b>ELG: Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Talking Points 8 and 9</b> 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. <b>Talking Point 9</b> Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>Talking Point 9</b></p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Talking Point 14</b> 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. <b>Talking Point 14 and 16</b> Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>Talking Point 14</b> Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>Talking Point 15</b> Know how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>Talking Point 14</b> Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Talking Points 14 and 16</b> Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Talking Point 14</b> Know where to get advice e.g. family, school and/or other sources <b>Talking Point 14 and 16</b></p>	<p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>Talking Point 11</b> Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>Talking Point 5</b> Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Talking Point 14</b> Know where to get advice e.g. family, school and/or other sources <b>Talking Point 14</b></p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Talking Points 2, 6 and 7</b> Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Talking Point 7</b> Know where to get advice e.g. family, school and/or other sources <b>Talking Point 7</b></p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>Talking Point 10</b> Know how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>Talking Point 8</b> Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Talking Points 7, 8, 10 and 14</b> Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Talking Point 8</b> Know where to get advice e.g. family, school and/or other sources <b>Talking Point 10</b></p>	<p>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. <b>Talking Point 9</b> Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>Talking Point 9</b> Know how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>Talking Point 9</b> Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Talking Points 9 and 16</b> Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Talking Points 9 and 16</b> Know where to get advice e.g. family, school and/or other sources <b>Talking Points 9 and 16</b></p>

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

Talking Points Scheme

		Mental Wellbeing	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health Education Statements	Talking Points Scheme Coverage				<a href="#">Talking Points Teacher Notes Y1</a>	<a href="#">Talking Points Teacher Notes Y2</a>	<a href="#">Talking Points Teacher Notes Y3</a>	<a href="#">Talking Points Teacher Notes Y4</a>	<a href="#">Talking Points Teacher Notes Y5</a>	<a href="#">Talking Points Teacher Notes Y6</a>
			<p><b>Communication and Language:</b>  <b>Birth to 3 Years:</b>                      Start to say how they are feeling, using words as well as actions.  <b>Personal, Social and Emotional Development:</b>  <b>Birth to 3 Years:</b>                      Thrive as they develop self-assurance. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions.  <b>3 and 4 year olds:</b>                      Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p><b>Personal, Social and Emotional Development:</b>  <b>Reception Children:</b>                      See themselves as a valuable individual. Express their feelings and consider the feelings of others.  <b>ELG: Managing Self:</b>                      Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</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. <b>Talking Points 4, 5 and 10</b>                      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. <b>Talking Points 4, 5 and 10</b>                      Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>Talking Point 5</b>                      Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>Talking Points 4 and 5</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Points 4 and 5</b>                      Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek</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. <b>Talking Point 5</b>                      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. <b>Talking Point 5</b>                      Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>Talking Points 5 and 6</b>                      Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>Talking Point 5</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Point 5</b></p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>Talking Point 1 and 2</b>                      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. <b>Talking Point 8</b>                      Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>Talking Point 1</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Point 2</b>                      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. <b>Talking Point 1</b></p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>Talking Point 8</b>                      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. <b>Talking Points 1, 2 and 13</b>                      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. <b>Talking Points 1, 2 and 8</b>                      Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>Talking Points 1, 2 and 5</b>                      Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>Talking Points 16, 17 and 18</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Point 8</b>                      Know isolation and loneliness can affect children and that it is very</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>Talking Point 3</b>                      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. <b>Talking Point 9</b>                      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. <b>Talking Points 3 and 9.</b>                      Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>Talking Points 3 and 9</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Point 3</b>                      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. <b>Talking Points 3, 9 and 10</b>                      Know that bullying (including cyberbullying) has a negative and often</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>Talking Point 3</b>                      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. <b>Talking Point 4</b>                      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. <b>Talking Point 4</b>                      Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>Talking Point 3</b>                      Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>Talking Points 3 and 4</b>                      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. <b>Talking Point 3</b></p>

				<p>support. <b>Talking Points 4, 5 and 10.</b></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). <b>Talking Points 5 and 10</b></p>			<p>important for children to discuss their feelings with an adult and seek support. <b>Talking Points 1 and 8</b></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). <b>Talking Points 2, 8 and 13</b></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. <b>Talking Point 8</b></p>	<p>lasting impact on mental wellbeing. <b>Talking Point 7</b></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). <b>Talking Points 3 and 9</b></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. <b>Talking Points 3 and 9</b></p>	<p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <b>Talking Point 3</b></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). <b>Talking Points 3 and 4</b></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. <b>Talking Point 3</b></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><b>Personal, Social and Emotional Development:</b> <b>3 and 4 year olds:</b> Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p>	<p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Manage their own needs. <b>ELG: Self-Regulation:</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <b>ELG: Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>		<p>Know that for most people the internet is an integral part of life and has many benefits. <b>Talking Point 17</b> 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. <b>Talking Point 17</b> 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. <b>Talking Point 17</b> Know why social media, some computer games and online gaming, for example, are age restricted. <b>Talking Point 17</b> 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. <b>Talking Point 17</b></p>				

		Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Health Education Statements	Talking Points Scheme Coverage	Physical Health and Fitness	<p><b>Physical Development:</b> <b>3 and 4 year olds:</b> Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Manage their own needs.</p> <p><b>ELG: Managing Self:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Physical Development:</b> <b>Reception Children:</b> Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: -lining up and queuing -meal times -personal hygiene</p> <p><b>ELG: Gross Motor Skills:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>		<p>Know the characteristics and mental and physical benefits of an active lifestyle. <b>Talking Point 1</b> 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. <b>Talking Point 1</b></p> <p>Know the risks associated with an inactive lifestyle (including obesity). <b>Talking Point 1</b></p>	<p>Know the characteristics and mental and physical benefits of an active lifestyle. <b>Talking Point 1 and 2</b> 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. <b>Talking Point 1 and 2</b></p> <p>Know the risks associated with an inactive lifestyle (including obesity). <b>Talking Point 1 and 2</b> Know how and when to seek support including which adults to speak to in school if they are worried about their health. <b>Talking Point 1 and 2</b></p>			<p>Know the characteristics and mental and physical benefits of an active lifestyle. <b>Talking Points 3 and 12</b> 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. <b>Talking Point 12</b> Know the risks associated with an inactive lifestyle (including obesity). <b>Talking Point 12</b> Know how and when to seek support including which adults to speak to in school if they are worried about their health. <b>Talking Point 12</b></p>

		Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health Education Statements	Healthy Eating	<p><b>Physical Development:</b> <b>3 and 4 year olds:</b> Starting to eat independently and learning how to use a knife and fork. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Manage their own needs .</p> <p><b>ELG: Managing Self:</b> Manage their own basic hygiene and personal needs, including ...understanding the importance of healthy food choices.</p> <p><b>Physical Development:</b> <b>Reception Children:</b> Know and talk about the different factors that support their overall health and wellbeing: ... -healthy eating</p> <p>Further develop the skills they need to manage the school day successfully:... -mealtimes ...</p>		<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). <b>Talking Point 2</b> Know the principles of planning and preparing a range of healthy meals. <b>Talking Point 2</b> 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). <b>Talking Point 2</b></p>	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). <b>Talking Point 1</b> 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). <b>Talking Point 1</b></p>			<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). <b>Talking Point 12</b> Know the principles of planning and preparing a range of healthy meals. <b>Talking Point 12</b> 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). <b>Talking Point 12</b></p>

Health Education Statements			Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Drugs, alcohol and tobacco						Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <b>Talking Point 4</b>		Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <b>Talking Point 2</b>	Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <b>Talking Points 2 and 5</b>

		Health and Prevention	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health Education Statements	Talking Points Scheme Coverage		<p><b>Physical Development:</b> <b>3 and 4 year olds:</b> Be increasingly independent in meeting their own care needs, e.g. brushing teeth ... Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Personal, Social and Emotional Development:</b> <b>Reception Children:</b> Manage their own needs. <b>ELG: Managing Self:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <b>Physical Development:</b> <b>Reception Children:</b> Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene</p>	<p>Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <b>Talking Point 14</b> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <b>Talking Point 13</b></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. <b>Talking Point 4</b> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <b>Talking Point 4</b> Know the facts and science relating to allergies, immunisation and vaccination. <b>Talking Point 3</b></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. <b>Talking Points 1 and 2</b></p>			<p>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <b>Talking Point 12</b> Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <b>Talking Point 12</b> 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. <b>Talking Point 12</b> Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <b>Talking Point 12</b> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <b>Talking Point 12</b> Know the facts and science relating to allergies, immunisation and vaccination. <b>Talking Point 12</b></p>

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
				<p><b>Understanding the World:</b>  <b>ELG: Past and Present:</b>            Talk about the lives of people around them and their roles in society.</p>	<p>Know how to make a clear and efficient call to emergency services if necessary. <b>Talking Point 12</b></p>			<p>Know how to make a clear and efficient call to emergency services if necessary. <b>Talking Point 4</b>            Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. <b>Talking Point 4</b></p>		
Health Education Statements	Talking Points Scheme Coverage	Changing adolescent body	Nursery	Reception / F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
										<p>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <b>Talking Point 10</b>            Know about menstrual wellbeing including the key facts about the menstrual cycle <b>Talking Point 10</b></p>

## Overview of Talking Points Units and Key Texts

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation stage 1</b>	<b>Caring Friendships</b> 1) Sharing a Shell 2) Ant and the Big Bad Bully Goat	<b>Families and People who care for me</b> 3) Families, Families, Families 4) Baby Goz	<b>Healthy Eating</b> 5) The Runaway Pea <b>Physical Health and Fitness</b> 6) Get up and Go!	<b>Mental Wellbeing</b> 7) Yoga Bug 8) Thank Goodness for Bob	<b>Internet Safety and Harms</b> 9) Once Upon a Time Online <b>Being Safe</b> 10) Not Everyone is Nice	<b>Health and Prevention</b> 11) Betsy goes to the Doctor 12) The Itchy-saurus
<b>Foundation stage 2</b>	<b>Caring Friendships</b> 1) Mine, Mine, Mine said the Porcupine 2) Copy Cat	<b>Families and People who care for me</b> 3) Who's in my Family? 4) The Family Fairies	<b>Healthy Eating</b> 5) The Picky Eater <b>Physical Health and Fitness</b> 6) Lazy Ninja	<b>Mental Wellbeing</b> 7) Breathe Like a Bear 8) What if?	<b>Internet Safety and Harms</b> 9) PenguinPig <b>Being Safe</b> 10) I can be Safe	<b>Health and Prevention</b> 11) Pom and Pim 12) Doctor Monkey
<b>Year 1</b>  <a href="#" style="color: blue; text-decoration: underline;">Talking Points Planning Year 1</a>	<b>Caring Friendship</b> 1) Love is a Family 2) Under the Love Umbrella <b>Respectful Relationships</b> 3) Whoever you are	<b>Mental wellbeing</b> 4) Augustus and his smile 5) My yellow balloon 6) Bella's rules	<b>Caring Friendship</b> 7) Thank you Omu <b>Respectful Relationships</b> 8) Tease Monster <b>Being Safe</b> 9) No means no	<b>Mental wellbeing</b> 10) The huge bag of worries 11) No dragons for tea <b>Basic First Aid</b> 12) George's dragon at the fire station	<b>Health and Prevention</b> 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
<b>Year 2</b>  <a href="#" style="color: blue; text-decoration: underline;">Talking Points Planning Year 2</a>	<b>Physical Health</b> 1) Get up and go <b>Healthy eating</b> 2) I will not never ever eat a tomato <b>Health and Prevention</b> 3) Dr Molly's medicine Case	<b>mental Wellbeing</b> 4) Do not lick this book 5) In my heart 6) The selfish crocodile	<b>Caring Friendships</b> 7) When a dragon comes to stay 8) The Steves 9) We are all born free	<b>mental Wellbeing</b> 10) Farmer Duck 11) Here we are 12) My rows and piles of coins	13) Me and my amazing body <b>Being safe</b> 14) My body, what I say goes 15) Never talk to strangers	<b>Being safe</b> 16) Ruby's worry <b>Internet Safety</b> 17) Webster's email 18) The dinosaur department store

<p><b>Year 3</b></p> <p><a href="#">Talking Points Planning Year 3</a></p>	<p><b>Health and Prevention</b></p> <p>1) Gregory the terrible eater 2) Crab and Whale 3) Look out at home</p>	<p><b>Drugs and alcohol</b></p> <p>4) Smoking stinks 5) Come and tell me 6) Two monsters</p>	<p>7) The day the crayons quit <b>Mental wellbeing</b> 8) I did it, I'm sorry 9) The boy who cried bigfoot</p>	<p><b>Respectful relationships</b> <b>Being Safe</b> 10) A bike like Sergio's 11) The hug 12) Fergal is fuming</p>	<p>13) The Go Away Bird <b>Being Safe</b> 14) The lion inside 15) In the swamp by the light of the moon</p>	<p><b>Families and people who care for me</b> 16) Horace and Morris but mostly Deloris 17) Through my window 18) My two grannies</p>
<p><b>Year 4</b></p> <p><a href="#">Talking Points Planning Year 4</a></p>	<p><b>Mental wellbeing</b> 1) The bear, the piano, the dog and the fiddle <b>Being Safe</b> 2) I hate everything <b>Respectful Relationships</b> 3) The squirrels who squabbled</p>	<p><b>Basic first aid</b> 4) Charlie is broken 5) Mini Rabbit not lost <b>Being Safe</b> 6) Chicken clicking</p>	<p>7) Elle gets a mobile phone <b>Being Safe</b> 8) Your mind is like the sky <b>Respectful Relationships</b> 9) David gets in trouble</p>	<p><b>Respectful Relationships</b> 10) Miles is the boss of his body <b>Families and people who care for me</b> 11) Stardust 12) Ruby's wish</p>	<p><b>Mental wellbeing</b> 13) The king who</p>	
<p><b>Year 5</b></p> <p><a href="#">Talking Points Planning Year 5</a></p>	<p><b>Mental Wellbeing</b> 1) Harold and the Purple Pen <b>Drugs, Alcohol and Progression</b> 2) Daddy doesn't have to be a Giant Anymore <b>Mental Wellbeing</b> 3) Silly Billy</p>	<p><b>Mental Wellbeing</b> 4) The Storm Whale <b>Families and People Who Care for Me</b> 5) Oliver and Patch <b>Mental Wellbeing</b> 6) The Koala Who Could</p>	<p><b>Respectful Relationships</b> 7) Ferdinand 8) Let the Children March <b>Mental Wellbeing</b> 9) Grandpa's Island</p>	<p><b>Caring Friendships</b> 10) Just Kidding <b>Families and People Who Care for Me</b> 11) King and King <b>Respectful Relationships</b> 12) I'm a Girl!</p>	<p><b>Respectful Relationships</b> 13) The Sneetches 14) How to be a Lion <b>Health and Prevention</b> 15) Tight Times</p>	<p><b>Families and People who Care for Me</b> 16) Who Pays Tax and What does it Do? 17) Granddaddy's Turn 18) Joseph had a Little Overcoat</p>
<p><b>Year 6</b></p> <p><a href="#">Talking Points Planning Year 6</a></p>	<p><b>Mental Wellbeing</b> 1) A New Coat for Anna <b>Drugs, Alcohol and Tobacco</b> 2) My Sister Takes Drugs <b>Mental Wellbeing</b> 3) After the Fall</p>	<p><b>Mental Wellbeing</b> 4) The Sea Saw 5) But It's Just a Game <b>Respectful Relationships</b> 6) Little Cloud</p>	<p><b>Online Relationships</b> 7) hashtag Goldilocks <b>Respectful Relationships</b> 8) I Dare You <b>Being Safe</b> 9) Malala's Magic Pencil</p>	<p><b>Changing Adolescent Body</b> 10) Tad 11) And Tango Makes Three <b>Health and Prevention</b> 12) Sleep Book</p>	<p><b>Mental Wellbeing</b> 13) Sam Tells Stories <b>Internet Safety and Harms</b> 14) But I read it on the Internet! <b>Caring Friendships</b> 15) Why?</p>	<p><b>Online Relationships</b> 16) Am I a Cyber Bully? 17) Have I trolled Someone? <b>Respectful Relationships</b> 18) Julian is a Mermaid</p>