

In Foundation Stage

Pupils should be taught to:

Self-Regulation

- 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.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendship.
- Show sensitivity to their own and to others' needs.

The Department for Education statutory guidance for RSHE states that by the end of primary school pupils should know:

Relationships Education

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together/sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners. R22 R33 • the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Health Education

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

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

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- 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.

	Nursery Citizen	Reception Citizen
Progression and Assessment Criteria	<p><i>Personal, Social and Emotional Development</i></p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <ul style="list-style-type: none"> ○ Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. • 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. <ul style="list-style-type: none"> ○ Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme. Talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet. <p>Relationships</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. <ul style="list-style-type: none"> ○ Invite trusted people into the setting to talk about and show the work they do. • Show more confidence in new social situations. <ul style="list-style-type: none"> ○ Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship. • Play with one or more other children, extending and elaborating play ideas. <ul style="list-style-type: none"> ○ Involve children in making decisions about room layout and resources. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children’s play, based on their interests. • Understand gradually how others might be feeling. <ul style="list-style-type: none"> ○ Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?” • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <ul style="list-style-type: none"> ○ Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise. 	<p><i>Personal, Social and Emotional Development</i></p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. <ul style="list-style-type: none"> ○ Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child’s interests, showing you know them and about them. • Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> ○ Offer constructive support and recognition of child’s personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them. • Identify and moderate their own feelings socially and emotionally. <ul style="list-style-type: none"> ○ Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Manage their own needs *personal hygiene <ul style="list-style-type: none"> ○ Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day • 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. <ul style="list-style-type: none"> ○ Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scooting and cycling, and being sensitive to other pedestrians. <p>Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. <ul style="list-style-type: none"> ○ Make sure children are encouraged to listen to each other as well as the staff. Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary. • Express their feelings and consider the feelings of others. <ul style="list-style-type: none"> ○ Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.

	Nursery Citizen	Reception Citizen	
	<p>Living in the Wider World</p> <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.<ul style="list-style-type: none">◦ Give children appropriate tasks to carry out.• Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.<ul style="list-style-type: none">◦ Explain why we have rules and display a small number of necessary rules visually as reminders.• Develop appropriate ways of being assertive. Talk with others to solve conflicts.<ul style="list-style-type: none">◦ Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.	<p>Living in the Wider World</p> <ul style="list-style-type: none">• Think about the perspectives of others.<ul style="list-style-type: none">◦ Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. <p>*ELGs: Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• 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.• 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.• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendship.• Show sensitivity to their own and to others’ needs.	
Vocabulary	<ul style="list-style-type: none">• Washing, brushing teeth, get dressed, clean• Boy, girl, same, different,• Hair, face, similar, different	<ul style="list-style-type: none">• Washing, brushing teeth, get dressed, clean• Boy, girl, same, different, physical characteristics, gender• Hair, face, similar, different	
	Year 1 Citizen	Year 2 Citizen	Year 3 Citizen
	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Can explain what keeps them healthy. (H1) (E, BH)• Can make simple choices about their health and wellbeing. (H2) (BH)• Can recognise what they like and dislike. (H2) (BH)• Can set themselves simple goals. (H3) (BH)• Can express some of their positive qualities/strengths. (H3) (BH)• Can name and identify a range of feelings. (H4) (E)• Can develop simple strategies to manage some feelings. (H4, H5) (E)• Can explain ways of keeping clean. (H6) (BH)• Can use skills developed to help prevent diseases spreading. (H7) (BH)	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Can explain what keeps them healthy. (H1) (DE)• Can make simple choices about their health and wellbeing. (H2) (DE)• Can develop simple strategies to manage some feelings. (H4, H5) (C)• Can explain some changes that happen from young to old. (H8, H9) (G, C)• Can name main parts of the body including external genitalia. (H10) (G)• Can talk about the harmful aspects of some household products/medicines. (H11) (DE, BS)• Can describe ways of keeping safe in different situations. (H12) (DE, BS)• Can explain different ways that family and friends should care for one another. (H13) (G, C, BS)• Can identify that they do not need to keep secrets and explain why. (H14, H15) (DE, G, BS)• Can recognise what is meant by privacy for themselves and others. (H16) (G, BS)	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• Can identify what affects their physical and mental health. (H1, H12) (E, BH)• Can understand what a balanced diet includes. (H2) (BH)• Can recognise what might influence our choices to have a ‘balanced lifestyle. (H3, H16) (BH)• Can identify their strengths and suggest areas for improvement. (H5) (BH)• Can name and identify a range of feelings. (H6) (E)• Can use strategies to help manage their emotions. (H7) (E)

	Year 1 Citizen	Year 2 Citizen	Year 3 Citizen
Progression and Assessment Criteria	<p>Relationships</p> <ul style="list-style-type: none"> Can communicate their feelings to others. (R1) (E) Can recognise that their behaviour can affect other people. (R2) (E, B, R) Can recognise what is fair and unfair. (R4) (BR, R) Can begin to share their views and opinions. (R5) (DD) Can actively listen to other people and to instructions. (R6) (B, R) Can work cooperatively with others. (R6, R7) (B, R) Can identify the differences and similarities between people. (R8) (DD) Can identify what makes them special. (R9) (R) Can recognise people's bodies and feelings can be hurt. (R11) (B) Can be kind to others. (R12) (B) Can recognise different types of bullying and why it is wrong. (R13) (B) Can identify who to go to if they need help with their worries. (R14) (B) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can demonstrate how we can care for one other. (L1) (BR) Can contribute to the life of the classroom and school. (L1) (BR) Can follow classroom and school rules. (L2) (BR) Can demonstrate how to be responsible. (L3) (BR) Can explain which groups they belong to, such as family and school. (L4) (DD) Can explain how we can care for animals. (L5) (BR) Can identify ways to respect our local environment. (L5) (BR) Can express why they are unique. (L8) (DD) 	<p>Relationships</p> <ul style="list-style-type: none"> Can recognise the difference between secrets and nice surprises. (R3) (G) Can work cooperatively with others. (R6, R7) (BM) Can identify the differences and similarities between people. (R8) (G) Can identify what makes them special. (R9) (BM) Can recognise what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R10) (G) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can follow classroom and school rules. (L2) (BS) Can explain which groups they belong to, such as family and school. (L4) (BM) Can identify where money comes from and what influences how we spend it. (L6, L7) (M) Can express why they are unique. (L8) (G, BM) Can explain ways in which we are the same as all other people. (L9) (BM) Can identify what to do in an emergency. (L10) (BS) 	<p>Relationships</p> <ul style="list-style-type: none"> Can communicate their feelings to others. (R1) (E) Can identify skills to maintain and form good relationships. (R2) (R) Can identify the difference between a healthy and an unhealthy relationship. (R2, R3) (R) Can recognise different types of relationships. (R4, R5, R6, R19) (R) Can understand that their actions affect themselves and others. (R7) (E, B, R) Can recognise the risks associated with 'keeping a secret.' (R9) (R) Can work collaboratively and co-operatively. (R10) (DD, R) Can demonstrate that they can be kind and respectful to others. (R10, R21) (DD, R) Can listen to others' points of view and respond appropriately. (R10, R11) (B, DD, R) Can identify strategies to resolve conflicts. (R12) (E, B) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (B, DD) Can identify the consequences of teasing, bullying and discrimination. (R14) (B, DD) Can identify how to recognise and challenge stereotypes. (R16) (DD) Can recognise bullying in all its forms. (R18) (B) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can take part in a debate or topical issue and confidently share their point of view. (L1) (BR) Can explain why rules and laws are needed in different situations. (L2) (BR) Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5) (BR) Can identify the consequences of aggressive and harmful behaviours. (L6) (B) Can explain strategies for getting support for themselves or others at risk. (L6) (B) Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BR) Can identify and demonstrate strategies to resolve differences. (L8) (BR) Can demonstrate respect and show tolerance towards people different from themselves. (L8) (BR) Can identify groups to which they belong. (L9) (BR) Can understand what being part of a community means and the local and national groups that support them. (L9, L10) (BR, M) Can appreciate the range of identities in the UK. (L11) (DD)
Themes	<ul style="list-style-type: none"> Exploring Emotions (E) Bullying Matters (B) Being Responsible (BR) Being Healthy (BH) Relationships (R) Difference and Diversity (DD) 	<ul style="list-style-type: none"> Being Me (BM) Being Safe (BS) Drug Education (DE) Money Matters (M) Changes (C) Growing Up (G) 	<ul style="list-style-type: none"> Exploring Emotions (E) Bullying Matters (B) Being Responsible (BR) Being Healthy (BH) Relationships (R) Difference and Diversity (DD)
	<ul style="list-style-type: none"> Washing, brushing teeth, get dressed, clean Boy, girl, same, different, physical characteristics, gender Hair, face, similar, different 	<ul style="list-style-type: none"> Washing, brushing teeth, get dressed, clean Boy, girl, same, different, physical characteristics, gender Hair, face, similar, different Gender roles, stereotypes, male, female Body parts, penis, vagina 	<ul style="list-style-type: none"> Similar, different, male, female Body parts, penis, vagina Comfortable, uncomfortable Like, dislike, touch, hug, kiss Family, fostering, adoption Relationship, stereotypes, gender roles Lifecycle, reproduction, physical, pregnancy Emotions, feelings

	Year 4 Citizen	Year 5 Citizen	Year 6 Citizen
Progression and Assessment Criteria	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (DE, G) Can understand what a balanced diet includes. (H2) (BS) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (G) Can identify their strengths and suggest areas for improvement. (H5) (G) Can name and identify a range of feelings. (H6) (C) Can use strategies to help manage their emotions. (H7) (C) Can identify positive ways to face new challenges such as transition. (H8) (G, C) Can recognise, predict and manage risks in different situations. (H9, H10, H14) (DE, C, BS) Can explain how their actions have consequences for themselves and others. (H11, H13) (DE, BS) Can identify safety rules and where to get help. (H15, H23) (DE, BS) Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17) (DE) Can identify physical/emotional changes during puberty. (H18) (G) Can understand what appropriate and inappropriate touch/contact means and identify strategies required. (H20) (G) Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21) (DE, BS) Can describe strategies for keeping safe and being responsible. (H22, H24, H25) (BS) <p>Relationships</p> <ul style="list-style-type: none"> Can recognise different types of relationships. (R4, R5, R6, R19) (G) Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R8, R21) (G) Can demonstrate that they can be kind and respectful to others. (R10, R21) (BM) Can listen to others' points of view and respond appropriately. (R10, R11) (BM) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (G, BM) Can identify how to recognise and challenge stereotypes. (R16) (G) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BM) Can identify groups to which they belong. (L9) (BM) Can appreciate the range of identities in the UK. (L11) (BM) Can describe some of the different beliefs and values in society. (L12) (M) Can explain how to be a critical consumer. (L13, L14) (M) Can demonstrate their enterprise skills. (L16) (M) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (BH) Can understand what a balanced diet includes. (H2) (BH) Can recognise what might influence our choices to have a 'balanced lifestyle.' (H3, H16) (BH) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (BH) Can identify their strengths and suggest areas for improvement. (H5) (BH) Can name and identify a range of feelings. (H6) (E) Can use strategies to help manage their emotions. (H7) (E) Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17) (BH) <p>Relationships</p> <ul style="list-style-type: none"> Can communicate their feelings to others. (R1) (E) Can identify skills to maintain and form good relationships. (R2) (R) Can identify the difference between a healthy and an unhealthy relationship. (R2, R3) (R) Can recognise different types of relationships. (R4, R5, R6, R19) (R) Can understand that their actions affect themselves and others. (R7) (E, B) Can work collaboratively and cooperatively. (R10) (R) Can demonstrate that they can be kind and respectful to others. (R10, R21) (R) Can identify strategies to resolve conflicts. (R12) (E, B, R) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (B) Can identify the consequences of teasing, bullying and discrimination. (R14) (B) Can recognise bullying in all its forms. (R18) (B) Can understand that forcing anyone to marry is a crime. (R20) (R) Can work collaboratively and co-operatively. (R10) (DD) Can demonstrate that they can be kind and respectful to others. (R10, R21) (DD) Can listen to others' points of view and respond appropriately. (R10, R11) (DD) Can identify the consequences of teasing, bullying and discrimination. (R14) (DD) Can identify how to recognise and challenge stereotypes. (R16) (DD) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can take part in a debate or topical issue and confidently share their point of view. (L1) (BR) Can explain why rules and laws are needed in different situations. (L2) (BR) Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5) (BR) Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BR) Can identify and demonstrate strategies to resolve differences. (L8) (BR) Can demonstrate respect and show tolerance towards people different from themselves. (L8) (BR) Can identify groups to which they belong. (L9) (BR) Can understand what being part of a community means and the local and national groups that support them. (L9, L10) (BR) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (G) Can understand what a balanced diet includes. (H2) (DE, BS) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (G) Can explain how their actions have consequences for themselves and others. (H11, H13) (DE, G, BS) Can identify safety rules and where to get help. (H15, H23) (DE, BS) Can identify substances/drug Can name and identify a range of feelings. (H6) (G, C) Can use strategies to help manage their emotions. (H7) (G, C) Can identify positive ways to face new challenges such as transition. (H8) (C) Can recognise, predict and manage risks in different situations. (H9, H10, H14) (DE, C, BS) s that are legal/illegal and identify the risks. (H16, H17) (DE, BS) Can identify physical/emotional changes during puberty. (H18) (G) Can explain what human reproduction is. (H19) (G) Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21) (BS) Can describe strategies for keeping safe and being responsible. (H22, H24, H25) (BS) <p>Relationships</p> <ul style="list-style-type: none"> Can identify skills to maintain and form good relationships. (R2) (G) Can recognise different types of relationships. (R4, R5, R6, R19) (G) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (G, BM) Can recognise and identify how to manage 'dares.' (R15) (M) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can take part in a debate or topical issue and confidently share their point of view. (L1) (G) Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BM) Can identify groups to which they belong. (L9) (BM) Can explain how to be a critical consumer. (L13, L14) (M) Can suggest ways of protecting their environment and improving their community. (L15) (M) Can demonstrate their enterprise skills. (L16) (M)

	<i>Year 4 Citizen</i>	<i>Year 5 Citizen</i>	<i>Year 6 Citizen</i>
Themes	<ul style="list-style-type: none"> • <i>Being Me (BM)</i> • <i>Being Safe (GBS)</i> • <i>Drug Education (DE)</i> • <i>Money Matters (M)</i> • <i>Changes (C)</i> • <i>Growing Up (G)</i> 	<ul style="list-style-type: none"> • <i>Exploring Emotions (E)</i> • <i>Bullying Matters (B)</i> • <i>Being Responsible (BR)</i> • <i>Being Healthy (BH)</i> • <i>Relationships (R)</i> • <i>Difference and Diversity (DD)</i> 	<ul style="list-style-type: none"> • <i>Being Me (BM)</i> • <i>Being Safe (BS)</i> • <i>Drug Education (DE)</i> • <i>Money Matters (M)</i> • <i>Changes (C)</i> • <i>Growing Up (G)</i>
Vocabulary	<ul style="list-style-type: none"> • Similar, different, male, female • Body parts, penis, vagina • Comfortable, uncomfortable • Like, dislike, touch, hug, kiss • Family, fostering, adoption • Relationship, stereotypes, gender roles • Lifecycle, reproduction, physical, pregnancy • Emotions, feelings 	<ul style="list-style-type: none"> • Stereotypes, gender roles • Puberty, physical changes, emotional changes, moods • Menstruation, periods, sanitary towels • Sweat, breasts, spots, pubic hair, facial hair • Underarm hair, privacy, human rights • Protection, fostering, adoption • Relationship, friendship, love 	<ul style="list-style-type: none"> • Stereotypes, gender roles • Puberty, physical changes, emotional changes, moods • Menstruation, periods, tampons, sanitary towels • Sweat, breasts, spots, pubic hair, facial hair • Underarm hair, privacy, human rights • Protection, fostering, adoption • Relationship, friendship, love