Relationships, Sex and Health Education (RSHE) Progression Map

This progression map outlines how pupils develop both **substantive knowledge** and **disciplinary knowledge** from Early Years to the end of Key Stage 2. It ensures that learning is sequenced logically so that knowledge builds securely over time. At Ordsall, we define these types of knowledge as:

Substantive knowledge: The core, established facts and information within a specific subject or field of study.

Disciplinary knowledge: An understanding of the methods, theories, concepts and perspectives that are unique to a specific subject. Developing the ability to think like someone who works within a particular discipline.

Threads

Our key threads run throughout the RESPECT curriculum, providing continuity and coherence as pupils move through each year group. These recurring ideas help children make connections between different components of learning, deepen their understanding over time and build a secure foundation of both substantive and disciplinary knowledge. We have identified the following threads within our curriculum.

Families and relationships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe

Families and relationships: Understanding the diversity of family structures and relationship types, whilst developing skills to build and maintain healthy, caring relationships. This includes exploring different ways families are formed, recognising what makes relationships positive and learning to communicate effectively with family members and friends.

Safe relationships: Learning to recognise the characteristics of healthy relationships and identify when relationships may be harmful or unsafe. This involves understanding concepts of consent, boundaries, trust and respect whilst developing skills to seek help when needed and support others in unsafe situations.

Respecting others and ourselves: Developing self-worth and understanding personal values whilst learning to appreciate and celebrate differences in others. This includes building empathy, challenging discrimination and prejudice, understanding equality and learning to treat everyone with dignity, regardless of their background, beliefs or characteristics.

Belonging to a community: Understanding our roles and responsibilities as members of various communities, from local to global. This involves exploring citizenship, democracy, human rights and how individual actions can contribute to community wellbeing whilst respecting diverse perspectives and working collaboratively with others.

Media literacy and digital resilience: Developing critical thinking skills to navigate media and digital environments safely and effectively. This includes understanding how media influences opinions, recognising reliable sources, managing online relationships and digital footprints and building resilience against cyberbullying and online risks.

Money and work: Understanding the role of money in daily life and developing financial literacy alongside awareness of career possibilities and the world of work. This includes learning about budgeting, saving, spending responsibly, understanding different jobs and careers and recognising the value of work in contributing to society.

Physical health and mental wellbeing: Learning to maintain and improve both physical and mental health through understanding how lifestyle choices affect wellbeing. This includes developing healthy habits, understanding nutrition and exercise, recognising emotions, building resilience and knowing how to access support for health concerns.

Growing and changing: Understanding the physical, emotional and social changes that occur throughout life, particularly during childhood and adolescence. This includes learning about puberty, human reproduction, emotional development and adapting to life transitions whilst maintaining positive self-image and healthy relationships.

Keeping safe: Developing awareness of potential risks and learning strategies to stay safe in various situations and environments. This includes understanding personal safety, emergency procedures, risk assessment, making informed decisions about personal safety and knowing how to seek help when faced with dangerous or concerning situations.

Disciplinary Knowledge

Within our RESPECT curriculum, we have identified the following core disciplinary areas that shape how pupils learn to think, reflect, and act as responsible and informed members of their community. Across all strands, pupils are taught to recognise concerns, seek support and understand when issues require safeguarding action beyond curriculum learning.

Relationships	Develop the skills and understanding needed to navigate interpersonal relationships and social interaction, including how to form and maintain respectful, kind and empathetic connections, manage conflict and boundaries, communicate effectively and engage positively in both face-to-face and online contexts.
Living in the wider world	Develop the skills and understanding required to engage responsibly in society, including recognising rights and responsibilities, making informed decisions, participating in communities and navigating social, economic and digital environments with confidence and awareness.
Health and wellbeing	Develop the skills and understanding to maintain physical, mental and emotional health, including how to sustain wellbeing, manage emotions, make informed choices, recognise risks and build resilience to support positive habits throughout life.

Disciplinary Vocabulary

In RSHE, disciplinary vocabulary is closely linked to the actions, processes and safeguarding behaviours pupils are learning to carry out in real-life contexts.

Rather than learning subject-specific methods, pupils develop the language needed to recognise concerns, make safe and responsible decisions, communicate boundaries and consent, seek help, report worries and understand when issues require safeguarding action beyond classroom learning.

This language is introduced, revisited and deepened across the curriculum as pupils become increasingly confident, independent and responsible.

Progression in Disciplinary Knowledge

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Know how to express when they like or dislike something in a friendship. Know that people show kindness in different ways.	Know how to take turns, share, and listen to others when playing. Know how to ask for help if someone is unkind.	Know how to describe what makes a good friend. Know how to explain how to resolve simple disagreements.	Know how to describe respectful and hurtful behaviour. Know how to explain personal boundaries, understand that consent must be respected, and recognise what to do if boundaries are crossed.	Know how to describe healthy friendships and recognise early signs that a friendship may become unhealthy (unkind or unfair) or harmful (causing fear, pressure or control). Know how to recognise peer pressure, explain when it becomes harmful and begin to practise strategies for resisting pressure and seeking help.	Know how to identify different types of relationships (e.g. family, friendship, romantic) and recognise when a relationship may feel unsafe, harmful or controlling. Know how to explain the importance of consent and trust in relationships.	Know how to explain how to maintain respectful relationships by recognising and respecting consent, including when someone changes their mind or feels uncomfortable and during disagreements. Know how to identify signs of bullying or manipulation, understand the role of bystanders and know how and when to report concerns	Know how to evaluate relationships, recognising the difference between unhealthy and harmful relationships, the role of consent, and knowing how to report concerns. Know that some behaviours, such as abuse, exploitation and harmful online image sharing, are illegal, and that laws exist to protect children and provide routes for reporting and support.

Discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the wider world	Know how to talk about their class, home and nursery as groups they belong to. Know that rules help us get along.	Know how to recognise that people do different jobs and play different roles in the community. Know how to show respect for differences.	Know how to describe the different groups they belong to and what rules they follow. Know how to describe how to care for the environment.	Know how to talk about people who help us in the community and what they do. Know how to explain the difference between needs and wants.	Know how to explain how rules and laws keep us safe in school and the wider world. Know how to describe safe and responsible online behaviour, including protecting personal information and recognising when something online feels wrong, and know when and how to seek help.	Know how to explore diversity in society and explain that everyone has rights and responsibilities. Know how to question and critically reflect on what they see online to decide whether content is reliable or misleading, and explain how to report concerns.	Know how to explore how people make choices about money and spending, including needs, wants and consequences, and explain how advertising and influence can affect decisions. Know how to recognise and challenge stereotypes in media and society and explain why stereotypes can be unfair or harmful.	Know how to evaluate online information, recognise online pressures (including requests to share images or personal information), and explain how to report concerns. Know how to explain how democracy, laws and rights affect people in the UK, including how laws protect individuals from harm and discrimination.
Health and wellbeing	Know how to name basic emotions. Know how to describe simple ways they take care of themselves (e.g., washing hands).	Know how to talk about changes (e.g., growing taller). Know how to explain how food, sleep, and hygiene keep them healthy.	Know how to name different emotions and recognise how they feel in their bodies. Know how to explain how to keep their bodies and minds healthy.	Know how to identify ways to manage emotions and ask for help. Know how to talk about changes in their body and emotions.	Know how to explain the impact of sleep, nutrition, and exercise on wellbeing. Know how to describe and begin to practise strategies for managing worry, anger or sadness, and explain when they should ask for help.	Know how to manage changes to routines or emotions, and recognise when to seek support. Know how to explain the risks associated with being unsafe near roads, water or in the sun and identify actions that reduce those risks.	Know how to explain physical and emotional changes during puberty and recognise that these changes happen at different times for different people. Know how to assess risks to health, including drugs and alcohol and identify actions that reduce those risks.	Know how to describe strategies to maintain positive mental health and explain how and where to access support services when mental health concerns become serious. Know how to identify potential risks, emotional changes and new responsibilities associated with transition to secondary school and know where to seek support.

Knowledge by Year Group

Nursery	
Relationships	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to name important people in their life and talk about how they help or care for them.	Know that people in our lives care for us, like our family, friends and teachers.
Know how to describe what makes their family special using pictures, stories or talk.	Know that families can look different but all families help us and love us.
Know how to tell a grown-up if they feel upset, scared or confused.	Know that we can talk to a grown-up if we are sad or worried.
Know how to name parts of their body, say which parts are private and tell a trusted adult if someone touches private parts.	Know that some parts of our body are private.
Know how to describe how different kinds of touch feel (e.g. hugs vs. bumps).	Know that some touches feel nice and some touches do not.
Know how to say "no" clearly when something feels wrong or uncomfortable.	Know that it is okay to say "no" to something that feels wrong.
Know how to ask, "Can I?" before touching someone else or their belongings.	Know that we must ask before touching someone else.
Know how to play kindly by sharing and taking turns.	Know that being kind means sharing and taking turns.
Know how to recognise kind and unkind behaviour in simple situations.	Know that unkind behaviour can make people feel sad.
Know how to use polite words (e.g. please, thank you) and listen when others speak.	Know that we use good manners and listen to others.
Vocabulary	
family carer friend trusted adult private parts comfortable touch uncomfortable touch happy sad angry kind unkind	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to follow simple rules and routines in different places (e.g. classroom, dinner hall).	Know that we follow different rules and routines in different places to help keep people safe.
Know how to recognise when someone has different likes, needs or emotions..	Know that we all have different likes and needs.
Know how to help care for living things, like watering plants or feeding pets.	Know that people, animals and plants need looking after.
Know how to put rubbish in the bin and reuse or tidy things to care for the environment (including tidying away resources)	Know that we can look after our world by tidying up and not wasting things.
Know how to talk about what they use technology for, like games or pictures.	Know that we can use computers and tablets to learn and play.
Know how to ask for help if something on a screen is confusing or scary.	Know that we must use screens safely and ask for help if something goes wrong.
Know how to talk about what they like doing and what they are good at.	Know that everyone is good at different things.
Know how to name different jobs people do and describe what they help with.	Know that people have jobs and help us, like doctors and shopkeepers.
Know how to talk about where people work and who helps them (e.g. dentist, shopkeeper).	Know that people can work in different places like schools, shops or hospitals.
Know how to pretend to use money in play and talk about things we buy.	Know that people can use money to buy things.
Vocabulary	

routine litter plants pets money buy doctor shopkeeper

Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to talk about what helps them feel good, like running, resting or eating fruit.	Know that we keep healthy by eating, moving, resting and sleeping.
Know how to wash hands properly, explain why it helps us stay well and tell a trusted adult if they feel unwell.	Know that we wash our hands to remove germs.
Know how to choose healthy snacks from a selection with support.	Know that fruit, vegetables and water help our bodies stay strong.
Know how to describe ways to stay active, like playing, walking or climbing.	Know that playing and running help us feel happy and strong.
Know how to name simple emotions like happy, sad or angry and show how they feel.	Know that we can talk about our emotions and what makes us happy or sad.
Know how to talk about things they like and what makes them special.	Know that everyone is special and has things they are good at.
Know how to say what they can do now that they couldn't before (e.g. put on coat, use scissors).	Know that we are growing and learning new things all the time.
Know how to keep safe in the sun by wearing a hat or staying in the shade.	Know that we stay safe in the sun by wearing hats and drinking water.
Know how to say when something is not safe for their age, like a scary TV show or sharp object.	Know that some toys and games are only for older children.
Know how to ask for help if something they see on a screen makes them feel upset.	Know that we must tell a grown-up if we see something scary on a screen.
Vocabulary	
healthy food germs hygiene sun safety body parts (basic) sleep exercise	

Reception	
Relationships	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to talk about who is in their family and what makes them feel cared for.	Know that their family is made up of people who love and care for them.
Know how to describe different families and say that all families are special.	Know that families can look different and may include parents, grandparents, siblings or carers.
Know how to name their friends and explain how they like to spend time with them.	Know that friends are people we like spending time with and playing with.
Know how to show kindness, take turns and include others in play.	Know that being kind and taking turns helps us make and keep friends.
Know how to name simple emotions and match them to facial expressions or situations.	Know that it is okay to feel happy, sad, angry or worried and that all emotions are normal.
Know how to talk to a trusted adult (words or gestures) if they feel sad, scared or worried and practice saying who they would tell.	Know that trusted adults help keep children safe and that they should tell someone if they feel upset, scared or worried.
Know how to ask for help or say stop if someone is being unkind or hurting them.	Know that they should speak to a trusted adult if someone is unkind or hurts them.
Know how to point to the parts of their body that are private and say they are private.	Know that parts of their body are private.
Know how to follow simple class rules and explain why they are important.	Know that classroom rules help us feel safe and happy.
Know how to talk about something that makes them different or special.	Know that everyone is different and special in their own way.
Vocabulary	
kindness boundaries parents grandparents siblings friendship facial expression personal difference worried	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to follow simple rules and routines in different places.	Know that rules help us stay safe and happy at school and in other places.
Know how to show kindness and include others during play and learning.	Know that people can be different and that it is kind to include everyone.
Know how to help care for living things by watering plants or being gentle with animals.	Know that we can help look after living things like plants and animals.
Know how to make choices that help the environment, like using the bin or turning off taps.	Know that looking after the world means not dropping litter and saving water.
Know how to use simple technology safely with adult supervision.	Know that computers, tablets and phones can be used to play, learn or talk to others.
Know how to ask for help when using a phone, tablet or computer.	Know that we need to ask a trusted adult before using a phone, tablet or computer.
Know how to tell a trusted adult if something seen on a screen makes them feel upset or confused.	Know that if we see something on a screen that upsets us, we should tell a trusted adult.
Know how to talk about their own strengths and things they enjoy doing.	Know that everyone is good at different things and that is what makes us special.
Know how to describe some of the jobs people do, how they help others and role-play simple shopping interactions.	Know that people do different jobs to help us, like firefighters, doctors and shop workers.
Know how to talk about things people spend money on, like food, toys or clothes.	Know that people work to earn money to pay for things we need and want.
Vocabulary	
include earn environment firefighter strengths sensible online safety	

Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to make healthy choices by talking about food, exercise, rest and hygiene.	Know that we can keep our bodies healthy by being active, resting and eating well.
Know how to follow hygiene routines, such as handwashing after the toilet and before eating.	Know that washing our hands helps to stop germs from spreading.
Know how to identify healthy foods and explain why we eat them often.	Know that some foods, like fruit and vegetables help us stay strong and healthy.
Know how to name emotions like happy, sad, worried and talk about who can help when we feel them.	Know that we can talk to a grown-up if we feel sad, worried or upset.
Know how to choose activities that help them feel good, calm down or have fun.	Know that playing outside and spending time with others can make us feel happy.
Know how to talk about what makes them unique, such as talents, interests and preferences.	Know that everyone is good at different things and we can be proud of ourselves and others.
Know how to describe ways they are growing and changing, such as learning new things or helping more at home.	Know that we change as we grow, such as learning to do new things or becoming more independent.
Know how to spot things that might not be safe and explain what to do, like asking an adult.	Know that some things, like the oven or matches are not safe to touch.
Know how to stay safe in hot weather, including wearing a sunhat and drinking water.	Know that we need to stay safe in the sun by wearing a hat and drinking water.
Know how to use simple online safety rules, such as asking before using a device and telling a trusted adult about anything upsetting.	Know that we should tell a trusted adult if we see something online that makes us feel worried or confused.
Vocabulary	
independent proud unique talent interest dentist healthy choices (eat, be active, rest) dangerous	

Year 1	
Relationships	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to show respect by following class rules, being polite, sharing and taking turns with others.	Know that respect means treating others politely, following rules, sharing and taking turns.
Know how to describe and give examples of kind and unkind behaviour and explain how it can affect others.	Know that kind and unkind behaviour can happen in and out of school and can affect how people feel.
Know how to name the people who care for them and explain how they help in their lives.	Know that people such as family members, friends and teachers care for us and help us in different ways.
Know how to talk about their own family and explain that other families may look different but still offer love and care.	Know that families can look different, including single-parent, same-sex and extended families but all families should offer love and care.
Know how to tell a trusted adult if they feel worried, upset or unsafe in their family or relationships.	Know that it is important to talk to a trusted adult if something at home or in a relationship is worrying or upsetting.
Know how to recognise when someone is hurt or upset and explain who they can go to for help.	Know that people can be hurt physically or emotionally and help should be sought when this happens.
Know how to identify different types of touch and explain how those types of touch make them or others feel.	Know that different types of touch can make people feel comfortable or uncomfortable.
Know how to say "no / stop" clearly if someone touches them in a way that feels wrong and move away from an uncomfortable situation and seek help from an adult. Practise persistence until someone helps.	Know that it's okay to say no to touch that makes you feel unsafe or unhappy and that they should tell a trusted adult if they feel unsafe or worried.
Know how to ask for permission before touching others and understand that consent must be given freely and can be refused at any time.	Know that we should ask for and give permission before touching others.
Know how to describe which parts of the body are private and explain what to do if someone tries to touch them there.	Know that some parts of the body are private and should not be touched by others.
Vocabulary	
consent personal boundaries single parent same-sex, extended	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to follow rules in different settings and explain why rules are important at home, school and in the wider community.	Know that there are different rules in different places, such as at school, at home and in the community.
Know how to recognise and respect the different needs of others in their class and community.	Know that people have different needs and we should treat others with care and respect.
Know how to show care for people, animals and nature through kind actions and responsible behaviour.	Know that we can care for people, animals and the natural world in different ways.
Know how to reduce waste and recycle to help look after the environment.	Know that looking after the environment includes actions like reducing waste and recycling.
Know how to use digital devices to play, learn and communicate safely and respectfully.	Know that people use the internet and digital devices for learning, communication and enjoyment.
Know how to explain when it is safe to use the internet and when to ask for help if they are worried.	Know that the internet has benefits but must be used safely and respectfully.
Know how to find information online safely and explain who to talk to if something makes them feel uncomfortable.	Know that people can find out information and talk to others online, but some things online are not for children and they need to stay safe and ask for help if unsure.
Know how to talk about their own strengths and celebrate what makes them and others special.	Know that everyone has different strengths and abilities, both in and outside of school.
Know how to link different skills and interests to jobs people do in school and the wider world.	Know that different strengths and interests are useful for different jobs and roles.
Know how to describe the roles of people who help in the community and explain how they keep us safe and supported.	Know that some people in the community have jobs that help keep us safe, healthy and supported.
Vocabulary	
respect responsible environment recycling internet screen time	

Health and wellbeing	
Disciplinary Knowledge	Substantive Knowledge
Know how to look after their body and mind each day by eating well (choosing a healthy snack), staying active and getting enough rest and sleep.	Know that being healthy means looking after our body and mind through daily habits.
Know how to follow basic hygiene routines such as washing hands, covering coughs, using tissues and brushing teeth.	Know that germs spread illness and we need to follow hygiene routines, like handwashing to stop the spread of germs.
Know how to make healthy food and drink choices and explain why too much sugar is unhealthy.	Know that some foods and drinks are healthier than others and too much sugar is not good for our health.
Know how to choose different ways to play and balance indoor, outdoor and screen time to stay active and well.	Know that physical activity and different types of play help to keep our bodies and minds healthy (indoor and outdoor play, screen-based play, etc.)
Know how to ask for help from trusted adults like parents, teachers, doctors and lunch staff to stay healthy and safe.	Know that people such as parents, doctors, nurses, dentists and school staff help us stay healthy and safe.
Know how to stay safe in the sun by wearing sunscreen, protective clothing and drinking water.	Know that we must protect ourselves in the sun to avoid getting sunburnt or unwell.
Know how to talk about what makes them special and share their likes, dislikes and strengths with others.	Know that everyone has things that make them special, including their likes, dislikes and what they're good at.
Know how to recognise different emotions in themselves and others and talk about how to manage them.	Know that people can feel a range of emotions and that these can affect how they behave.
Know how to follow safety rules at home, school and in public places, including understanding age limits on games and activities.	Know that there are rules to help keep us safe, including age restrictions on games, toys, play areas and activities.
Know how to stay safe online and tell a trusted adult if something they see makes them feel worried, scared or uncomfortable.	Know that there are rules for staying safe online and that we should tell a trusted adult if something we see makes us feel worried or scared.
Vocabulary	
physical activity sugar healthier habit hygiene age restrictions	

Year 2	
Relationships	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to show kindness, honesty and listening skills to be a good friend and include others in play.	Know that being a good friend means showing kindness, listening, honesty and including others.
Know how to make new friends by joining in, starting conversations and showing interest in others.	Know that people can make friends in different ways and that friendships need to be cared for.
Know how to talk calmly and kindly to resolve disagreements with friends.	Know that arguments between friends can happen and there are ways to solve them kindly and respectfully.
Know how to recognise when they or someone else feels lonely or unhappy and ask a trusted adult for help.	Know that people can feel lonely or unhappy, and it's important to ask for help or support others who may feel this way.
Know how to recognise bullying behaviour and explain what to do if they or someone else is being bullied.	Know that bullying is when someone hurts or upsets someone on purpose and repeatedly, including online.
Know how to recognise and respond to hurtful behaviour online or offline by speaking to a trusted adult.	Know that hurtful behaviour can happen in person or online and it should be reported to a trusted adult.
Recognise when a secret should be shared and explain how to tell a trusted adult, even if someone has asked them not to tell.	Know the difference between safe surprises and secrets. Know that secrets linked to their own or others' safety, involving their body or that make them feel worried or uncomfortable, should be shared with a trusted adult.
Know how to say no when someone is pressuring them to do something unsafe and seek help from a trusted adult.	Know that people can be pressured to do things they are unsure about and they can say no and ask for help.
Know how to talk about similarities and differences between themselves and others in a respectful way.	Know that people can have things in common and also be different and that both should be respected.
Know how to share ideas, listen to others and take turns when playing or working in a group.	Know that we can work and play well with others by listening, taking turns, sharing ideas and respecting different views.
Vocabulary	
bullying online bullying safe secrets unsafe secrets disagreements lonely inclusion pressure	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to take part in different groups (e.g. class, teams, clubs) by contributing, helping others, and following shared rules.	Know that they belong to different groups (e.g. class, teams, faith groups) and have roles and responsibilities within them.
Know how to follow rules and take responsibility for their actions in school and in the community.	Know that people have rights and responsibilities at school and in the wider community.
Know how to include others, especially those who are different from them and help people feel part of a group or community.	Know that communities include people from different backgrounds and should help everyone feel welcome and included.
Know how to recognise and respect ways they are the same as or different from others.	Know that all people are equal and may have similarities and differences that make them unique.
Know how to use devices like phones, tablets and computers safely and respectfully to access the internet.	Know that people use the internet through devices like phones, tablets and computers for different purposes.
Know how to explain the ways they use the internet for learning, fun and communication.	Know that the internet can be used for information, communication, learning and entertainment.
Know how to question whether information they see online is true or just for fun, and ask a trusted adult if unsure.	Know that some content online is true and some is for entertainment — not everything online is reliable.
Know how to recognise and use different types of money and ways to pay for things (e.g. coins, cards, digital payments).	Know that money can come in different forms and is used to pay for things.
Know how to talk about how people earn money, save it and keep it safe.	Know that people earn money by working and can choose how to spend, save or keep it safe.
Know how to make simple purchases with coins, compare needs and wants and explain why some choices cost more.	Know that people have responsibilities and that money is limited so choices must be made between needs and wants.
Vocabulary	
in-game purchases faith reliable information	

online information equal rights responsibilities device reliable source contribute

Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to follow healthy routines like getting enough sleep, eating well, exercising and keeping clean.	Know that healthy routines like sleep, exercise, rest and hygiene help us grow and stay physically and mentally well.
Know how to care for their teeth by brushing twice a day, visiting the dentist and making healthy food and drink choices.	Know that brushing teeth, visiting the dentist and eating less sugar helps to protect our dental health.
Know how to explain that medicines are only to be taken with a trusted adult and who to tell if someone has taken the wrong medicine.	Know that medicines, including vaccinations, can help us stay healthy but they must be used correctly and only with an adult's permission.
Know how to describe their emotions using words and explain how different situations can make people feel.	Know how to name and describe a range of emotions and that everyone experiences emotions differently.
Know how to use strategies such as playing, breathing, talking or relaxing to feel better when they feel upset or worried.	Know that there are healthy ways to feel calm or better, such as playing, talking or spending time with others.
Know how to ask for help when they feel strong emotions such as sadness or fear and support others who may feel the same.	Know that people can experience big emotions such as grief or worry and it is important to ask for help when needed.
Know how to describe how their body and needs change as they grow and what they might be able to do as they get older.	Know that humans grow from babies to adults and that our needs, bodies and responsibilities change as we grow.
Know how to name the main parts of their body, including private parts, and explain that these are personal.	Know the names of the main parts of the body, including external genitalia (e.g. penis, vulva, vagina, testicles).
Know how to spot dangers at home, outside and online and follow rules to stay safe in each of these places.	Know that we need to keep ourselves safe at home, at school, in public and online by following rules and recognising risks.
Know how to respond safely if someone is hurt and explain how to call 999 and ask for help in an emergency.	Know that in an emergency, we can get help by calling 999 and explaining what has happened and that some adults have jobs to keep us safe.

Vocabulary
penis vagina testicles mental health dental health medicine vaccinations grief risk vulva scrotum nipples immunisation antibiotics

Year 3	
Relationships	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to show respectful behaviour by listening, helping, taking turns and including others in different situations.	Know that respectful behaviour includes helping, listening, including others and being responsible.
Know how to treat others with respect and politeness at home, school, online and in the community and explain what self-respect means.	Know that people show respect in different ways at home, school, online and in wider society and that everyone deserves to be treated politely and with self-respect.
Know how to describe their own family and explain that other families can look different but still provide love, care and stability.	Know that families can look different (e.g. single parents, same-sex parents, blended, adoptive, foster families) but all can offer love, stability and support. Know that marriage and civil partnership are legally recognised commitments between two adults and that they are one way some families are formed.
Know how to show care and support for family members and ask a trusted adult for help when family responsibilities feel difficult or worrying.	Know that being part of a family involves caring for and supporting each other, especially during difficult times. Know that some children are young carers who help look after someone with an illness or disability, and that these children need support and time to learn, rest and play.
Know how to identify when something at home is making them feel unhappy or unsafe and how to ask for help.	Know that sometimes things in a family can make someone feel unhappy or unsafe and it's important to tell a trusted adult.
Know how to decide what information is safe to share with others, including online and what should be kept private.	Know what types of information are appropriate to share with others, including online and what should be kept private.
Know how to ask for permission, respect their own and others' personal space and privacy, both offline and online and recognise and report when boundaries are crossed. Recognise when a secret should be shared and explain how to tell a trusted adult, even if someone has asked them not to tell.	Know that people have different boundaries and that privacy and consent are important both in person and online for safety and respect. Recap the difference between safe surprises and secrets. Know that secrets linked to their own or others' safety, involving their body or that make them feel worried or uncomfortable, should be shared with a trusted adult.
Know how to use basic online safety strategies like creating strong passwords, using trusted websites and involving adults.	Know basic ways to stay safe online, such as using passwords, trusted websites and trusted adult supervision.
Know how to recognise bullying and explain how it can affect people, including how online bullying is similar to face-to-face bullying.	Know that bullying (including online) is unkind and unacceptable and can have serious effects on those involved.
Know how to respond if they or someone else is being bullied, including telling a trusted adult and showing support.	Know what to do and who to talk to if they or someone else is experiencing bullying or hurtful behaviour.
Vocabulary	
adoption foster young carer unhealthy relationship harmful relationship ongoing consent emotional abuse physical abuse password	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to explain why rules and laws are important and describe what might happen if they are not followed.	Know that rules and laws exist to help keep people safe and fair and that there are consequences if they are broken.
Know how to identify some basic human rights and explain how they apply to themselves and others, including the link between rights and responsibilities.	Know that people have human rights, including children's rights and that with rights come responsibilities.
Know how to use the internet in a positive way to support learning, enjoy hobbies and explore future interests and know how to create and keep simple passwords safe, log out of shared devices.	Know that the internet can be used positively for learning, leisure and work and know digit accounts need protecting. Know that many social media platforms have a minimum age of 13 to help keep children safe and understand why age restrictions and privacy settings exist.

Know how to recognise when images or information online may have been edited or altered and why that might happen.	Know that information and images online can be edited or changed and may not always be accurate or true.
Know how to judge whether an online game, website or search result is reliable and appropriate for their age.	Know how to recognise reliable online content, including whether a game, website or search result is appropriate and trustworthy.
Know how to report anything online that worries them, including inappropriate messages, content or images.	Know that people should report anything online that worries them or makes them feel unsafe.
Know how to identify a range of jobs people do and describe what those jobs involve.	Know that people work in different jobs and sectors, including education, business and charity work.
Know how to challenge stereotypes by recognising that anyone can do any job, regardless of gender or background.	Know that people can have more than one job during their life and that jobs are not limited by gender.
Know how to describe skills such as teamwork and decision-making and explain how these are used in different jobs.	Know that skills like teamwork and decision-making help people succeed in different jobs.
Know how to reflect on their own skills and interests and set simple goals for things they would like to achieve.	Know that recognising their own interests, strengths and achievements can help them set goals and explore future job ideas.
Vocabulary	
laws consequences teamwork decision making human rights misleading information online pressure reliable edited business trustworthy	
Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to choose foods that form a balanced diet and explain why some foods should only be eaten occasionally.	Know what a healthy, balanced diet is and that some foods should be eaten more regularly than others. (Linked to science)
Know how to build physical activity into their routine and explain how it helps both their body and their mood.	Know that regular exercise benefits both physical and mental health.
Know how to make healthy choices each day by selecting nutritious foods, getting enough sleep and staying active.	Know that people make daily choices that affect their physical and mental health, such as food, exercise and sleep.
Know how to recognise helpful and unhelpful habits in their own lives and explain how they can create, change or stop them to support good health.	Know that habits can have positive or negative effects on mental and physical health and that they can be created, changed or stopped and trusted people and services can help.
Know how to recognise changes in their emotions and describe things that make them feel better or worse.	Know that emotions can be affected by different things and that emotions may change in strength over time.
Know how to express their emotions using words, actions or body language and explain why it's helpful to talk about how they feel.	Know that people express emotions in different ways and it's important to recognise and talk about them.
Know how to talk about what makes them unique and describe their personal strengths, interests and qualities.	Know that everyone has unique strengths, interests and qualities that make up their identity.
Know how to recognise situations that affect their self-worth and describe how these experiences make them feel.	Know that challenges like friendship issues or schoolwork can affect how people feel about themselves.
Know how to respond to setbacks using positive strategies like asking for help, thinking about what went well and trying again.	Know that setbacks are part of life and can be managed using positive strategies such as asking for help or trying again.
Know how to spot hazards and follow rules to keep themselves safe at home, school, and in public places, including near roads, water and fire.	Know that risks and hazards exist in everyday places and that rules and safety measures help keep people safe at home, at school and in the local environment.
Vocabulary	
mood body language self-worth strategy hazard recognise identify balanced diet setback	

Year 4	
Relationships	
Disciplinary Knowledge	Substantive Knowledge
Know how to recognise the qualities of a healthy friendship and explain how friends should treat each other.	Know that healthy friendships are built on trust, respect, kindness and shared interests.
Know how to build and maintain friendships by including others, showing kindness and asking for help if they feel lonely, uncomfortable or pressured.	Know that there are ways to build and maintain positive friendships and support is available if someone feels lonely, uncomfortable, excluded or pressured.
Know how to talk respectfully about similarities and differences between people and include others in conversations and activities.	Know that people have similarities and differences such as gender, race, faith or interests and that everyone deserves respect.
Know how to communicate respectfully with others in person and when using digital devices.	Know how to communicate respectfully with others in person and when using digital devices.
Know how to explain the risks of talking to people online that they don't know and how to stay safe.	Know that knowing someone online is different from face-to-face relationships and that there are risks in communicating with strangers online.
Know how use respectful language on and offline and recognise teasing, hurtful behaviour and bullying and explain what to do in each case.	Know that bullying is unacceptable and can be physical and verbal. Know that teasing can hurt and adults can help.
Know how to recognise dares that are unsafe or uncomfortable and explain how to say no and seek help.	Know that dares can involve pressure and risk and some dares can make people feel uncomfortable or unsafe.
Know how to decide when a secret should be kept or shared and identify a trusted adult if something feels wrong, even if someone has asked them not to tell.	Recap the difference between safe surprises and unsafe secrets. Know that secrets linked to their own or others' safety, involving their body or that make them feel worried or uncomfortable, are unsafe to keep. They should be shared with a trusted adult.
Know how to report concerns about online contact, behaviour or content to a trusted adult.	Know that harmful or worrying online content, contact or behaviour should be reported to a trusted adult and know that other services, such as the police or helplines, exist to help keep children safe.
Know how to recognise when someone online may be impersonating another person and explain what to do if this happens.	Know that people may behave differently online, including impersonating others by pretending to be someone they are not.
Vocabulary	
dare teasing exploitation harmful behaviour harmful friendship peer pressure strangers impersonation	
Living in the wider world	
Disciplinary Knowledge	Substantive Knowledge
Know how to explain what it means to live in a community and describe ways people help and support each other.	Know that living in a community means working together, helping others and sharing responsibility.
Know how to identify the different communities they belong to and talk about the groups and individuals that make up those communities.	Know that they belong to several communities (e.g. school, local, faith) and that different groups contribute to community life.
Know how to describe how people help their local community through jobs, volunteering and acts of kindness.	Know that individuals and groups, including volunteers, help others in the local community.
Know how to show compassion to others and explain how they can take part in caring for people in need.	Know that showing compassion and helping others in need is part of being a kind and responsible community member.
Know how to recognise that their actions online leave a digital footprint and explain how personal information can be used by others.	Know that online activity creates a digital footprint and that personal data can be collected and used, including for advertising.
Know how to identify when something is an advert, explain how they are designed to influence choices, what people think, do or buy and make simple plans for spending and saving towards a small goal.	Know that advertising is designed to influence choices, that data can be used to target ads and that budgeting helps manage money.

Know how to think critically about online search results, including questioning why content is presented in certain ways, and understand that the order of results may not reflect truth, balance or importance. **Know how to think critically about online search results, including questioning why content is presented in certain ways and checking other reliable sources to help identify misinformation.**	Know that online search results are influenced by popularity and may contain misinformation, and that appearing first does not mean a result is correct or that the order reflects reliability, balance or importance.
Know how to explain why people make different spending choices and how values, needs and budgets affect those decisions.	Know that people make different choices about spending based on their values, needs and available money.
Know how to keep track of spending using simple methods and explain why budgeting is important.	Know that tracking money helps people understand their spending and stay within a budget.
Know how to explain how their spending choices can help others or the environment and make thoughtful decisions as a consumer.	Know that spending choices can affect other people and the environment, for example, through supporting charities or reducing waste.

Vocabulary
truth digital footprint report online concerns privacy settings tracking targeted advertising consumer choices community volunteering values budget personal information

Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to make daily choices that support a healthy lifestyle, including being active, eating well, resting and caring for their mental health.	**Know that a balanced, healthy lifestyle includes physical activity, rest, good nutrition, personal hygiene and looking after mental wellbeing.**
Know how to spot early signs of illness and explain when and how to get help from a doctor or other medical professional.	**Know what good physical health means and that early signs of illness should be recognised and treated, including by seeking medical help when needed.**
Know how to care for their teeth by brushing and flossing correctly, visiting the dentist and making tooth-friendly food and drink choices.	**Know how to maintain good dental hygiene, including brushing, flossing and visiting the dentist and how different foods and drinks affect dental health.** (Revisit of science learning – personal choices and habits)
Know how to use medicines and household products safely by following instructions and asking for trusted adult support when needed.	**Know that medicines and household products must be used safely and only as instructed.**
Know how to identify drugs common in daily life, describe their effects and explain how they can impact health and wellbeing.	**Know that drugs (including alcohol, cigarettes, vapes and some medicines) can affect health and have both short- and long-term effects.**
Know how to seek help if they or someone else is struggling with drug-related issues or habits and explain why it's important to ask for support.	**Know that drug use can involve risks, side effects and for some people may become a harmful habit; help is available for those who need it.**
Know how to identify and name the external genitalia and reproductive organs using accurate vocabulary.	Know the names and functions of the external genitalia and reproductive organs.
Know how to describe the changes that happen during puberty and talk about how those changes might make people feel and identify which trusted adult they can speak to.	Know that puberty causes physical and emotional changes, including menstruation and that these are a normal part of growing up, that people experience them differently and that support and reassurance is available.
Know how to practise personal hygiene for puberty (washing, changing pads etc), find period products in school/home and say who they will to ask for help.	Know that puberty causes physical changes and that good hygiene, using deodorant and accessing menstrual products are important and support is available.
Know how to talk to a trusted adult about the physical or emotional challenges of puberty and ask questions to get support.	Know that puberty can feel challenging and that it's important to talk to trusted adults and seek advice when needed.

Vocabulary
emotional wellbeing menstruation puberty side effects cigarettes vapes alcohol personal hygiene

period menstrual cycle period pads / menstrual products

Year 5	
Relationships	
Disciplinary Knowledge	Substantive Knowledge
Know how to recognise the qualities of a healthy friendship and explain how to include others and adapt to changes in friendships.	Know that healthy friendships are built on trust, respect and inclusion and that friendships can change over time.
Know how to identify peer pressure and coercion, use strategies to resist it, seek and give consent in appropriate contexts and explain who they would speak to if they were worried. Know how to recognise warning signs of exploitation and seek help from a trusted adult, even if afraid or told to keep it secret.	Know that consent is a voluntary agreement that can be changed at any time and that there are ways to manage peer pressure. Know that child criminal exploitation involves manipulating, pressuring or forcing a child into crime, online or offline and that exploited children need help and protection.
Know how to use strategies like listening, sharing and compromising to resolve conflicts and help friends feel included.	Know that friendships may face challenges and there are strategies to resolve disagreements and support others who feel excluded.
Know how to recognise when a friendship feels unsafe, worrying or unkind (including through emotional pressure, isolation or monitoring) and explain when and how to seek support.	Know that some friendships may feel unsafe or uncomfortable and that people should seek help when this happens.
Know how to ask for, give or decline physical contact respectfully and explain that consent must always be respected.	Know that consent means freely agreeing to something and that consent can be withdrawn at any time and the law protects children from being pressured or harmed. Know that physical contact can be wanted or unwanted and people have the right to give, refuse or withdraw consent.
Know how to recognise physical or emotional discomfort as a sign to stop. Know how to seek help and understand that they are never to blame for unwanted contact.	Know that feeling uncomfortable in the body or mind is a sign that something may be wrong, and no one is to blame for experiencing unwanted contact.
Know how to decide and explain whether a secret should be kept or shared and identify a trusted adult to tell, even if someone has asked them not to.	Know that people should never be asked to keep secrets, linked to their own or others' safety, involving their body or that make them feel worried uncomfortable or unsafe, and help should be sought from a trusted adult.
Know how to treat others fairly and respectfully, even when their beliefs or lifestyles are different from their own.	Know that everyone should be treated equally and fairly, and that respect should be shown to people with different backgrounds, beliefs and lifestyles.
Know how to recognise different types of discrimination and bullying, including online and describe their impact.	Know that discrimination can take different forms, including racism, sexism and homophobia and can happen both in person and online.
Know how to respond safely to discrimination by challenging it respectfully and reporting it to a trusted adult or appropriate external service.	Know that discrimination is unfair and harmful and that it should be reported or safely challenged, including online.
Vocabulary	
discrimination racism sexism homophobia withdraw consent online consent harmful relationships controlling behavior coercion identity	

peer influence exploitation	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to explain how financial and environmental decisions can affect people and places and reflect on their own responsibility in using resources.	Know that money and resources are used in different ways and that these choices affect individuals, communities and the environment.
Know how to identify actions they can take to reduce harm to the environment and promote sustainability in their daily lives.	Know that protecting the environment is important and that everyday actions including consumer choices can help or harm it.
Know how to show compassion and care for living things and explain why it's important for communities and the planet.	Know that showing compassion for animals, nature and others is part of being a responsible community member.
Know how to distinguish between different types of media and explain the purpose of various content, such as advertising or news.	**Know that media comes in different forms and serves different purposes, such as to inform, entertain or persuade.**
Know how to evaluate if information online is fact, opinion or biased and describe how stereotypes may be promoted.	**Know that online content can be biased, false or based on opinion and that some media promote stereotypes.**
Know how to check the reliability of online sources by comparing information with other reliable sources, recognise possible misinformation or disinformation, and explain how to report misleading or harmful content.	**Know that not all search results are reliable and that online content may include misinformation (false or inaccurate information) or disinformation (false information deliberately shared to mislead people) which may be unsafe.**
Know how to explain what kind of information digital devices collect and how it might be stored, shared or misused (including targeted advertising) **Know how to respond safely to harmful content online by reporting it to a trusted adult or using a platform's reporting tools, without resharing it.**	**Know that digital devices store and share personal information, which can be accessed and used by others, including to influence the adverts people see.** **Know that pressure to share images or personal information online can be harmful, and that some requests may be illegal.** **Know that content shared online can be accessed and used by others, and that harmful content should be reported and never reshared.**
Know how to explore their own interests, strengths and values when thinking about future jobs or careers.	Know that there are many different jobs and that ambition, skills, values and personal interests can influence career choices.
Know how to challenge stereotypes about jobs and describe why equality and inclusion are important in the workplace.	Know that workplaces should promote diversity and inclusion and that stereotypes can limit opportunities.
Know how to identify and compare different routes into work and explain which pathways might suit different people and aspirations.	Know that there are different pathways into careers, including university, apprenticeships and vocational training.
Vocabulary	
finance sustainability misleading stereotypes apprentice vocational career diversity biased image sharing public online spaces private online spaces	
Health and wellbeing	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to develop and maintain a healthy sleep routine, including limiting screen time and creating calming bedtime habits.	**Know that sleep is important for a healthy lifestyle and can be supported by positive habits and routines.**
Know how to enjoy outdoor activities safely, including applying sunscreen, wearing protective clothing and staying hydrated. **This objective also includes the Keeping safe strand**	**Know that spending time outdoors and in the sun benefits health but overexposure can cause harm like heatstroke or skin damage.** **This objective also includes the Keeping safe strand**
Know how to use medicines safely, follow hygiene routines (e.g. handwashing) and recognise when to seek medical help or advice. **This objective also includes the Keeping safe strand**	**Know that medicines, vaccinations and hygiene routines can prevent illness and support health, including managing allergies and reducing the spread of bacteria and viruses.** **This objective also includes the Keeping safe strand**
Know how to contribute to a clean and healthy environment at home and in shared spaces like school.	**Know that keeping shared environments clean is a shared responsibility to support everyone's health.**
Know how to talk about personal identity, respecting differences and expressing what makes them unique.	**Know that personal identity is shaped by factors such as family, culture, gender, beliefs and interests.**

Know how to take part in hobbies and community groups that support their wellbeing and explore their personal interests.	Know that taking part in hobbies, interests and community activities can support positive mood and emotional wellbeing.
Know how to identify and manage a range of emotions and recognise when emotions become overwhelming, persistent or start to affect daily life. Know how to use healthy strategies to support their wellbeing and know how to seek support from trusted adults and appropriate external support services. This objective also includes the Respecting ourselves and others strand	Know that recognising and managing emotions helps support self-esteem, individuality and can affect daily life and that people can access support. This objective also includes the Respecting ourselves and others strand
Know how to assess and respond to risky or unsafe situations, including when to ask for help or take responsibility for their own safety. Know when concerns should be shared beyond school or family and how to access appropriate external services, including emergency services and specialist helplines.	Know how to recognise situations that are risky, unsafe or emergencies and when they are responsible for their own safety. Know that not all online health information is reliable and that false or misleading health advice can cause harm.
Know how to respond to common minor injuries, emergencies or harm, including how to administer basic first aid, contact emergency services and report concerns. This objective also includes the Safe relationships strand	Know that first aid can reduce harm, that emergency services exist for serious incidents and that support should be sought if someone is at risk. This objective also includes the Safe relationships strand
Vocabulary	
first aid safety bacteria virus allergies over exposure self esteem personal identity individuality support services	

Year 6	
Relationships	
Disciplinary Knowledge	Substantive Knowledge
Know how to describe what it means to be attracted to someone and explain that attraction can develop in different ways. Know how to explain what sexual orientation is using respectful language.	Know that attraction and loving relationships can exist between people of any gender, ethnicity or faith. and that everyone has the right to love and be loved. This objective also includes the Respecting ourselves and others strand
Know how to explain what sexual orientation is using respectful language. This objective also includes the Respecting ourselves and others strand	Know what sexual orientation is and that everyone has the right to love and be loved. This objective also includes the Respecting ourselves and others strand
Know how to identify the qualities of a healthy, supportive relationship and identify signs of unhealthy or abusive relationships and report them to a trusted adult.	Know that healthy relationships are based on trust, respect, equality and commitment and unhealthy relationship may include control or coercion.
Know how to describe different ways couples may show love and commitment to one another.	Know that people can commit to one another whether or not they are married, live together or live apart.
Know how to explain what marriage and civil partnership mean and when they might be chosen.	Know that marriage and civil partnership are legal declarations of commitment made by two adults.
Know how to explain why it is important that people freely choose whom to marry. This objective also includes the Keeping Safe strand Know how to identify when and how to seek help if worried about forced marriage. This objective also includes the Families and relationships strand	Know that forcing someone into marriage is illegal and harmful. This objective also includes the Keeping Safe strand Know that there are safe places and services where concerns about forced marriage can be reported. This objective also includes the Families and relationships strand
Know how to compare the features of healthy and unhealthy friendships and relationships. Know how to decide and explain whether a secret should be kept or shared and identify a trusted adult to tell, even if someone has asked them not to.	Know that unhealthy friendships and relationships may involve pressure, control or risk while healthy ones involve respect and care. Recap That people should never be asked to keep secrets, linked to their own or others' safety, involving their body or that make them feel worried uncomfortable or unsafe, and help should be sought from a trusted adult.
Know how to resist and respond to pressure from friends, including online. Know how to identify signs of criminal exploitation in situations and explain how to seek help for themselves or others. Know how to recognise warning signs of criminal exploitation, including county lines, and explain how to seek help for themselves or others from a trusted adult. This objective also includes the Media literacy and digital resilience strand	Know that some dares, challenges or peer pressure can be unsafe and individuals are still responsible for their own choices. Know how exploitation can involve manipulation, rewards or threats, online or offline and that children have a right to protection, even if they have already become involved in criminal activity. Know that county lines is a form of child criminal exploitation involving children being manipulated, pressured or forced to carry, store or sell drugs or move money and that they need help and protection. This objective also includes the Media literacy and digital resilience strand
Know how to seek, give, refuse or withdraw consent clearly and respectfully in different situations, and respect another person's refusal or withdrawal of consent. This objective also includes the Respecting ourselves and others strand	Know that consent means freely choosing whether to agree to something, can be withdrawn at any time, and that another person's refusal or withdrawal must be respected. Know that children can harm or abuse other children, that this is never acceptable, and that they should tell a trusted adult if this happens to them or someone else. Know that laws exist to protect people from pressure, harm and abuse, including child-on-child abuse. This objective also includes the Respecting ourselves and others strand.
* Know how to describe the links between love, commitment and know how to explain, at a factual level, how conception can occur (sperm meets egg).	*Know that sexual intercourse between consenting adults can lead to conception. Recap changes that can occur during puberty (erection).
Vocabulary	
sexual orientation attraction illegal abuse child on child abuse domestic abuse forced marriage indecent images	• Parents have the right to withdraw from this content.

consent (withdrawable) commitment civil partnership	
Living in the wider world	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to explain what prejudice means and identify examples in real life.	Know that prejudice is judging or holding negative views about someone before knowing them.
Know how to differentiate between prejudice and discrimination.	Know that prejudice is an attitude while discrimination is unfair treatment based on prejudice.
Know how to recognise acts of discrimination and explain why they are harmful and describe safe and appropriate ways challenge or report them. This objective also includes the Belonging to a community strand	Know that discrimination can affect people because of characteristics such as race, gender, faith, disability or sexuality. This objective also includes the Belonging to a community strand
Know how to use strategies to respond safely and appropriately if they experience or witness discrimination. This objective also includes the Belonging to a community strand	Know that discrimination can be challenged by speaking up respectfully, reporting it or seeking support. This objective also includes the Belonging to a community strand
Know how to recognise stereotypes in different contexts and explain how they influence attitudes. This objective also includes the Media literacy and digital resilience strand	Know that stereotypes are oversimplified ideas about groups of people that can affect understanding and behaviour. This objective also includes the Media literacy and digital resilience strand
Know how to explain how stereotypes are perpetuated and suggest ways to challenge them.	Know that stereotypes are repeated through media, culture and society but they can be challenged by questioning and rejecting them. This objective also includes the Media literacy and digital resilience strand
Know how to explain the benefits of safe internet use for learning, connecting and communicating.	Know that the internet can be positive when used safely, for learning, hobbies, relationships and communication.
Know how to question and check online images or information that may have been altered or generated by AI, including deepfakes. Know how to identify helpful uses of AI, such as supporting learning and creativity, and protect personal information by not entering private information about themselves or others into unfamiliar AI services.	Know that digital images and other online content can be edited or created using generative AI and may be used to mislead people. Know that AI can support learning, creativity and problem-solving, but information entered into AI services may be stored, shared or used by others.
Know how to seek help if you are worried about what images have been shared online.	Know that sharing or keeping indecent images of children is against the law even if it is shared between young people. Know that some online behaviours, including exploitation, coercion and sharing indecent images, are not only unsafe but illegal and that laws exist to protect children and provide routes for reporting and support.
Know how to recognise possible phishing or scam messages and gambling-like features, and decide what is safe and appropriate to share online. Know how to report harmful or worrying online content or contact through a platform or to a trusted adult and, with adult help, preserve evidence safely without copying, saving or resharing harmful or indecent images. This objective also includes the Keeping Safe strand	Know that rules and laws apply to sharing online, that inappropriate or unsafe content should be reported, that scams and fraud seek to steal money or personal information, and that some online games and apps include gambling-like features. This objective also includes the Keeping Safe strand
Know how to reflect on the role money plays in people's lives and explain risks such as debt, fraud and gambling. This objective also includes the Physical health and mental wellbeing strand.	Know that financial decisions affect wellbeing and that scams, fraud and gambling can cause harm - help is available if worried. This objective also includes the Physical health and mental wellbeing strand.
Vocabulary	
gambling debt prejudice scam fraud digital manipulation deepfake online harm reporting disclosure law protects children AI generated imagery mislead	
Health and wellbeing	

*Year 6 outcomes consolidate and apply learning from across KS2, with teachers selecting emphasis based on cohort need.	
Disciplinary Knowledge	**Substantive Knowledge**
Know how to explain that mental health is just as important as physical health and describe ways to look after both.	Know that everyone has mental health and both physical and mental health need attention and care.
Know how to recognise when emotions become overwhelming and describe positive strategies to manage mental health and explain how and where to access support services if mental health concerns become serious. .	Know that anyone can be affected by mental ill-health but difficulties can often be managed or resolved with help and support.
Know how to identify situations (e.g. bullying, loneliness, conflict) that can affect mental wellbeing and explain how to seek support. This objective also includes the Safe relationships strand.	Know that negative experiences can impact wellbeing but support is available in and outside school. This objective also includes the Safe relationships strand.
Know how to talk about mixed or conflicting emotions and use strategies to manage times when emotions feel difficult.	Know that emotions can be helpful, but sometimes need to be managed or overcome and it is important to ask a trusted adult for support when needed.
Know how to describe changes in life, including loss and bereavement and suggest ways to cope with grief. This objective also includes the Growing and changing strand	Know that death, separation or major life changes can cause grief, that people experience and express grief in different ways and that support and coping strategies can help This objective also includes the Growing and changing strand
Know how to plan healthy routines that balance screen use with other activities and apply strategies to manage time online. This objective also includes the Media literacy and digital resilience strand	Know that balancing time online with offline activities supports health and wellbeing, and positive habits (e.g. switching devices off at night) can help. This objective also includes the Media literacy and digital resilience strand
Know how to identify potential risks and new responsibilities linked to increased independence, explain the changes that come with transition to secondary school, suggest practical strategies to manage these confidently, and know where to seek support.	Know that moving to secondary school and growing independence can affect emotions, friendships and online experiences, and that preparation and support can help people manage these changes safely.
Know how to explain the risks of sharing personal information or images online and apply strategies to manage influences and stay safe. This objective also includes the Keeping safe strand	Know that personal information and images can be misused or shared quickly; laws and rules exist to protect people and concerns should be reported. This objective also includes the Keeping safe strand
Know how to describe the health risks of substances (vapes, alcohol, illicit drugs) and explain how pressure, curiosity and misinformation can increase risk. This objective also includes the Keeping safe strand	Know that substances can cause mental, physical and legal harms and that confidential help is available for young people from appropriate services. This objective also includes the Keeping safe strand
Vocabulary	
anxiety depression mental ill-health bereavement coping strategies intercourse conception pregnancy illegal drugs support services safeguarding	

Taught through DAaRT sessions

- Knife Crime – linking to serious violence- is taught by an outside provider in Y6.