	EYFS *Linked to Early Learning Goals*	End of KS1	End of LKS2	End of UKS2
Relationships *Friends*	**Personal, Social and Emotional Development** **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.	Who is my friend? What makes a good friend? Should friends tell us what to do? How do we stop bullying?	What makes a good friend? Are all friends the same? Are friendships always fun?	What makes a close friend? Can we be different and still be friends? Should friends tell us what to do? Why are some people unkind? What are stereotypes? How do I accept my friends for who they are? How do we reduce sexism?
Relationships *Family*	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. **Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	Who's in my family? Do families always stay the same? How should families treat each other? When should I say no? Who owns my body? I do! Are all families the same?	Do families always stay the same? Are all families like mine? Are boys and girls the same?	Why do some people get married? Are families ever perfect? Is there such thing as a normal family?
Health and Well-Being *Physical Health*	**Personal, Social and Emotional Development** **Managing Self** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Physical Development** **Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others.	How do I help my body stay healthy? How do I decide what to eat? How do we stop getting ill? How do I stay safe? How do we stop getting ill? How can we protect our teeth? How do we treat burns? How do we treat someone who is having an asthma attack? What are medicines? What are hazardous substances and how do we stay safe?	How do I keep my body healthy? How do I have a healthy diet? How do I stop getting ill? How do we stop bleeding? How do we treat broken bones? What are the effects and health risks of smoking? What are the effects and health risks of alcohol?	Is there such thing as a perfect body? How can I stay fit and healthy? How can I avoid getting ill? Why do some people take drugs? Where should I get my health information? How do I save a life? How do we treat a head injury? How do we treat someone who is choking? What is the difference between legal and illegal drugs? What are the effects and health risks of cannabis and VSAs?
Health and Well-Being *Mental Health*	**Personal, Social and Emotional Development** **Self-Regulation** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. **Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **Communication and Language Listening Attention and Understanding** Express their ideas and feelings about their experiences.	Where do feelings come from? What helps me to be happy? Who am I? What makes me happy?	How do I manage my feelings? Are we happy all the time?	Does everyone have the same feelings? Should we be happy all the time? Why do we argue? Who am I?

Health and Well-Being *Growing Up*		**Y2** Will I always be a child? What makes a boy or a girl?		**Y5** What is menstruation? **Y6** How will my body change as I get older? How will my feelings change as I get older? How will I stay clean during puberty?
Living in the Wider World *Community*	**Understanding the World** **Past and Present** Talk about the lives of the people around us and their roles in society. **People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country Explain some similarities and differences between life in this country and life in other countries **Personal, Social and Emotional Development** **Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly.	How do we make a happy school? Who lives in my neighborhood? What makes a boy or a girl? How do I save up and buy something? What is racism? What is anti-racism? What is racist stereotyping? What is unconscious bias? What is to be anti-racist in our actions? Why does representation matter? What are some myths about racism?	How do we make the world fair? Where do you feel like you belong? How can we help the people around us? What is racism? What is anti-racism? What is racist stereotyping?	What is prejudice? What is the history of prejudice? What should I do if I encounter prejudice? Why is money important? How should I spend my money? What makes us feel like we belong? What does it mean to be British? What is unconscious bias? What is to be anti-racist in our actions? Why does representation matter? What are some myths about racism?
Living in the Wider World *Online Safety*	**Self-Image and Identity** Recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. **Online Relationships** Recognise some ways in which the internet can be used to communicate. **Online Bullying** Describe ways that some people can be unkind online. **Privacy and Security** Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe who would be trustworthy to share this information with; I can explain why they are trusted. **Online Reputation** Identify ways that I can put information on the internet. **Managing Online Information** Talk about how to use the internet as a way of finding information online.	**Self-Image and Identity** How might people online make someone feel sad, embarrassed or upset? When and how do we get help from a trusted adult if something happens that makes us feel sad, worried, uncomfortable or frightened? How might other people look and act differently online and offline? What issues online might make someone feel sad, worried, uncomfortable or frightened? How can we get help? **Online Relationships** When should we ask permission to do something online? Why? Why might things one person finds funny or sad online not always be seen in the same way by others? How might someone use technology to communicate with others they don't also know offline and explain why this might be risky? What are the different ways to ask for, give, or deny my permission online? How can help us if we are not sure?	**Self-Image and Identity** How can people represent themselves in different ways online? How might someone change their identity online and why? How might my online identity be different to my online identity? How and why might others pretend to be someone else online? **Online Relationships** What does it mean to know someone online? How might this be different to knowing someone offline? What is the difference between liking and trusting someone online? Why do we need to be careful with who we trust online? What are the reasons why a person may stop trusting someone online? Why is it important to give and gain permission before sharing things online? What are healthy and unhealthy online behaviours? How might content shared online affect different people differently?	**Self-Image and Identity** What is online content that relates to gender, race, religion, disability, culture or other groups? **Online Relationships** How can we recognise it when someone online wishes to do me or my friends harm? What do we do if this is the case? What are some of the ways that online communities can behave constructively? How can things shared online have unintended consequences for others? How can sharing inappropriate images impact the sharer and others? **Online Bullying** What is online bullying? How might online banter be received as bullying? How do we get help for online bullying? How do we report online bullying concerns in school and at home? What are the names of the helpline services that support victims of online bullying? How could we capture evidence of online bullying?

	Health Wellbeing and Lifestyle Identify rules that help keep us safe and healthy in and beyond the home when using technology. **Copyright** Know that work I create belongs to me.	When should we say 'no' or 'I will have to ask someone'? Who can help us if something happens online without my consent? **Online Bullying** How can we behave online in ways that do not upset others? What is bullying? How might people bully others? How might bullying can make someone feel? Is bullying the fault of the victim? **Privacy and Security** How are passwords used to protect information, accounts and devices? What is personal information? Why is it important to always ask a trusted adult before sharing any personal information online? How can passwords be used to protect information, accounts and devices? What is meant by 'private' and 'keeping things private'? **Online Reputation** What happens to online information and how long does it stay there? What information we should not put online without asking a trusted adult first? How long does online information last for? **Managing Online Information** How can we find information using digital technologies? What things do you like/dislike online? What is real and what is made up online? How do you know? What is the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'? **Health Wellbeing and Lifestyle** What are the rules to keep ourselves safe when using technology both in and beyond the home? **Copyright** What content on the internet may belong to other people?	**Online Bullying** How can we behave appropriately towards other people online and why this is important? What might online bullying behaviour look like? What are the different platforms through which people can be bullied online? Why do we need to think carefully about the content that we post? What might the effect on others be? **Privacy and Security** What are the reasons why you should only share information online with people that you trust? How can we keep personal information private? How do online services seek consent to store information about me? Want is the digital age of consent? **Online Reputation** How can we search for information about others online? Why do we need to be careful before sharing anything personal online? How might personal information online be copied or shared by others? **Managing Online Information** When might opinions shared online not be accepted as true or fair by others? How can we get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened? Why is it important to make our own decisions regarding content? What are some of the methods used to encourage people to buy things online? Why does lots of people sharing the same opinions and beliefs still not make it true? What is fake news? **Health Wellbeing and Lifestyle** Why do some online activities have age restrictions? Why is it important to follow them? How can technology be a distraction from other things?	How could we report online bullying in a range of contexts? **Privacy and Security** How can we increase privacy on apps and services? How can we identify and protect ourselves from online scams and phishing? **Online Reputation** What are the strategies we can use to protect our reputation online? **Managing Online Information** How can we identify it when online information has been commercially sponsored? How are stereotypes amplified and reinforced online? How might fake news be harmful? Why might someone present opinions as facts online? How might someone encounter influence, manipulation and persuasion online? Why might information on a large number of sites still be inaccurate or untrue? **Health Wellbeing and Lifestyle** What are some strategies for healthy and well-being in relation to technology? Why might some apps and games request or take payment for additional content? What are the rules around this? What systems are in place online to regulate age related content? What are the strategies to limit the impact of technology on my health?

			When might we need to limit the amount of time spent using technology? **Copyright** Why is copying someone else's work from the internet without permission unfair and what kind of problems might this cause? Why do we need to consider who owns online content? What content should we never use without permission from the owner?	