

EYFS	Year 1	Year 2
<p>Name different body parts</p> <p>Identify changes from being a baby – what can you do now that you couldn't do when you were a baby? e.g run, use a scooter/bike, write my name, draw a picture, brush teeth independently</p> <p>Demonstrate how to properly wash hands</p> <p>Explore dental hygiene</p> <p>Name special people</p> <p>Talk about my family</p> <p>Talk about friendship</p>	<p>Pupils will be taught:</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>About different types of families including those that may be different to their own</p> <p>To identify common features of family life</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>About how people make friends and what makes a good friendship</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>What to do if they feel unsafe or worried for themselves or others</p> <p>About what is kind and unkind behaviour, and how this can affect others</p> <p>About how to treat themselves and others with respect; how to be polite and courteous</p> <p>How to listen to other people and play and work cooperatively</p>	<p>Pupils will be taught:</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>About different types of families including those that may be different to their own</p> <p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online and in person</p> <p>About how people may feel if they experience hurtful behaviour or bullying</p> <p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>how to respond safely to adults they don't know</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>About knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>What to do if they feel unsafe or worried for themselves or others</p> <p>About what is kind and unkind behaviour, and how this can affect others</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>To recognise the ways in which they are the same and different to others</p>

Year 3	Year 4
<p>Pupils will be taught:</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>To understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Pupils will be taught:</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>About seeking and giving permission (consent) in different situations</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>

Year 5	Year 6
<p>Pupils will be taught:</p> <p>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty</p> <p>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>Pupils will be taught:</p> <p>That for some people gender identity does not correspond with their biological sex</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>About discrimination: what it means and how to challenge it</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

Themes which must be discussed at an age appropriate level throughout all phases: Consent, Privacy, How we have changed since last year