

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Awareness	Self-Care, Support and Safety	Relationships; Managing Feelings	Relationships; Changing and Growing	Healthy Lifestyles	The World I Live In

EYFS						

KS1	Respond with curiosity to stimuli about the ways in which we are special. Describe ourselves — recognising that there is self and there are others	Respond to stimuli about trusted adults in school who can help us. Particularly if we are afraid, worried, lonely, scared.	Respond with curiosity to stimuli about different emotions	Respond with curiosity to some of the difference between a baby and adults; explore how we have changed since we were a baby.	Identify and explore some healthy foods and treats	Respond to stimuli about the different jobs adults in school do
	Identify things we are good at, both in and out of school. Describe ways in which we may be cared for and loved by our family and friends.	Demonstrate ways to ask for help or attract another person's attention, including when and how to indicate 'yes' 'no' 'I'll ask' 'I'll tell' 'leave me alone please' 'stop doing that'	Identify things that make us feel happy. Identify things that make us feel sad.	Identify some of the basic stages of the human life cycle. Describe how our needs have changed since we were a baby.	Explain what is meant by a 'treat' Give examples of foods that are treats	Identify some of the ways in which adults who work in school contribute to classroom life
	Identify hopes/wishes for our future lives. Identify ways in which we may be able to achieve these goals.	Describe some simple strategies for keeping physically safe in situations we most likely to encounter when we might feel afraid.	Describe a range of feelings; describe where in our body we might have these feelings. Describe and demonstrate simple strategies that can help us manage these different feelings. Explain why it is important for others to know how we are feeling so that they can help us.	Describe how a baby begins and how it grows (through to adulthood)	Describe foods that we should eat in order to help us grow and be strong. Identify preferred and no preferred foods and the importance of both- giving occasions we may need to eat both.	Identify times when we might need the help of adults who work in school.
	KS1: H21, H23 KS2: H27, H28	KS1: H33, R1, R5 KS2: H41	KS1: H11, H12, H16, H17, H18, H19, R5	KS1: L2	KS1: H2 KS2: H1, H2 H6	KS1: R1, R2

Year 3/4	Demonstrate good listening skills. Respond to auditory stimuli.	Identify and recognise some personal belongings. Respond to stimuli about things that belong to us.	Respond, with curiosity, to stimuli which depicts facial expressions representing different emotions/ feelings.	Explore the different parts of the body. Respond to names of the body	Respond to sensory stimuli of ways we take care of our bodies	Respond to stimuli or adult modelling about the things we are allowed to do in school. Give some simple examples of things we are allowed /not allowed to do in school
	Demonstrate ways of playing and working co-operatively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.	Describe ways we take of our personal belongings.	Identify what makes us feel upset, angry, worried, frightened or anxious. Describe what feelings we may have experienced- which do we enjoy/like, which do we not enjoy/like.	Describe the main difference between boys and girls.	Demonstrate/Communicate an example of taking care of our bodies. Identify the body part that benefits this care regime.	Explain how rules help us; rules we have in the classroom and at home. Identify particular rules in school that help to keep us safe; give reasons for how they do this.
	Demonstrate working collaboratively towards a shared goal. Identify ways of improving our own practice when working in a team.	Demonstrate how to ask to borrow or use something that belongs to someone else. Demonstrate how to tell an adult if someone damages/loses a personal belonging.	Demonstrate vocabulary/communication skills for expressing the intensity of a feeling. Explain how our actions of different feelings can affect other people as well as ourselves	Describe some of the changes that happen to our body as we get older. (height, body shape, hair, voice)	Give reasons why it is important to take care of our personal hygiene. Describe what might happen if we don't take care of our personal hygiene. Impacts now and in the future.	Explain how rules help us to live and work with other people outside of school. Identify what might happen if we didn't have rules or if people ignored them
	KS1: H9 KS2: R23, R24, R25	KS2: R30, R31	KS1: H11, H12, H13, H14, H16, H18, R5	KS2: H25, H30, H31	KS1: H1	KS1: H28, H32, H33, L1

Year 5/6	Identify people who are special to us.	Respond to stimuli about keeping safe.	Identify different ways of communicating feelings and needs to others	Respond to stimuli about some of the different relationships within family and friends	Explore different people who help us when we are feeling unwell- including things they might give or do to us.	Explore different items that different shops sell. Explore money
	Describe what makes our family, friends, teachers, carers special to us.	Describe some simple ways we can keep physically safe in school. Give a simple reason why it is important to keep ourselves safe on the outside. Describe ways we could let people know if we were hurt on the outside.	Describe different ways we can help ourselves to feel better if we are feeling sad or upset. Demonstrate simple strategies to help us manage our own strong feelings.	Give examples of different types of relationships	Explain that when we are injured or ill we may have to go to bed, see a nurse/ doctor or go to hospital; recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us). Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).	Recognise coins. Recognise places that money can be used to buy things Identify items that we might choose to spend our money on. Identify where we might get money from and for what reason.
	Give some examples of the ways our special people care for us physically, socially and emotionally. Identify some of the qualities our special people have- why are they important.	Identify people at home, school and in other settings who help us to stay safe. Give a simple reason why it is important to keep ourselves safe on the inside. Describe ways we could let people know if we were hurt on the inside.	Identify ways in which we can share and explain our feelings to others. Explain why feeling upset, angry, frustrated might encourage us to make choices that could affect us negatively or hurt other people.	Describe the differences of relationships and friendships. Identify marriage, living together. Describe some couple and family types.	Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. Explain why we should never take someone else's medication. Identify some possible side effects of substances that are not meant for children to consume	Describe some of the ways in which people may choose to spend their money. Describe when we might need to wait, and save up for something we might want/need/like.
	KS1: R6	KS1: H28, H29, H32, H33	KS1: H11, H12, H14, H16, H18, R5 KS2: H17, H18, H20	KS1: R3, R4 KS2: R1, R2, R3, R5, R6, R7	KS1: H6, H8 KS2: H10, H40	KS1: L10, L11, L12 KS2: L17

Year 7/8/9	Respond to stimuli about what we are good at/enjoy. Describe what we are good at/enjoy.	Explore and engage in simple hygiene routines	Respond to stimuli about different feelings we might experience.	Respond to stimuli about different kinds of friendship.	Respond to stimuli showing different physical activities. Identify different ways of being physically active.	Respond to stimuli about families. Identify what being in a family means.
	Identify some of our own personal strengths and skills (things we are really good at or can do really well).	Demonstrate simple hygiene routines that can prevent the spread of germs. Describe in simple terms how germs can be spread to others	Identify occasions when we have felt strong emotions about something (anger, frustration, excitement, anxiety, jealousy, etc.). Identify and name emotions that we have experienced	Identify occasions when we might need the support of friends. Identify times when we might be able to offer and give support to friends.	Describe some of the benefits of being physically active. Describe what might happen to our bodies if we don't do any physical activity.	Explore a range of family types. Describe; adopted, fostered, looked-after in terms of families. Describe 'pregnant' and 'giving-birth'.
	Demonstrate how to recognise and appreciate personal strengths in other people. Describe what other people might perceive our personal strengths, talents and skills to be.	Identify some ways we can take increased responsibility for looking after our health Identify and explain some of the items we might use to support personal hygiene (soap, flannel, sponge, shower gel, deodorant, etc.).	Describe how to manage strong emotions by using simple strategies to help ourselves and others	Describe the ways in which friends may show that they care about us. Explain that sometimes friendships may end Demonstrate how we might disagree with someone and still be friends. Recognise that friends do not always know what is best for us.	Describe ways of taking care of our wellbeing (that don't involve physical activity).	
	KS2: H25, H27, H28 KS3: H1, L1, L2	KS3: H19, H20, H21	KS2: H17, H19	KS2: H21	KS2: H2, H5, H7	KS2: H33, R5, R6, R7, R8, R9 KS3: R2

Year 10/11	Respond to stimuli about what we enjoy learning about in school	Respond and identify things that the feeling of 'scared' and/or 'frightened' are associated with	Respond to stimuli about what it means to feel happy or sad.	Explore different ways in which we change as we get older.	Respond to stimuli about things we like to do which make us feel relaxed.	Respond with curiosity to adult modelling of the uses of money. Describe in simple terms what money is and how it is used.
	Describe particular ways we like to learn. Describe what we like/dislike doing as a learner.	Explain what it means to be frightened or scared. Demonstrate strategies that we can use if we feel scared/frightened.	Identify our expectations of friendships/relationships. Identify how we expect people to behave towards us in friendships and relationships	Identify some of the different ways we have changed as we have grown older. Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as we progress into adulthood (physical, emotional, social).	Identify things we can do to help ourselves when we feel worried or stressed. Explain how these things can help us when we don't feel good about ourselves. Identify what might happen if we don't take care of our mental health & wellbeing.	Describe different ways in which people might acquire money. Identify how money can be kept safe- and how to appropriately spend, earn and save money.
	Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment	Explain what we should do or say and to whom to tell if we are scared/frightened. Explain why no one has the right to make us feel scared or frightened.	Identify positive strategies to manage inappropriate behaviour towards us.	Describe the specific physical changes that happen during puberty. Identify personal hygiene that we can take responsibility for.	Describe how we can help friends or family who might be feeling stressed or unhappy. Identify people who can help us take care of our mental health and wellbeing	Identify the benefits and methods of saving for the future. Identify the consequences of losing or spending more money than we have.
	KS3: L1, L2, L6, L7, L8, L13 KS4: L2, L3, L4, L8, L9	KS3: H6 KS4: H2	KS3: R1, R2, R9, R10 KS4: H26, R1, R2, R3, R11	KS3: H19, H20, H34 KS4: H16	KS3: H7, H8, H9, H10 KS4: H5, H6	KS3: L15, L16, L17 KS4: L16, L17

Sixth Form	Explore a range of different jobs in and around school	Discuss and explore things that are 'public' and 'private'	Respond with interest to stimuli about people we like or know.	Respond to stimuli about the range of relationships we have in and out of school.	Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.	Demonstrate enterprising behaviour- participate in a mini enterprise project.
	Explain what is meant by having a job. Describe jobs that our family, friends and people in the community do. Describe the kind of job we would like to do- and identify skills needed/gained to achieve this job.	Identify aspects of our lives that we may wish to keep private. Discuss sharing these views on social media. Describe ways in which we can keep ourselves safe/private. Demonstrate how to ask for help.	Describe the difference between 'liking' someone and 'fancying' someone. Explain that we can 'like' or 'fancy' someone of the opposite sex or of same sex. Identify how to seek reliable sources of advice and help regarding sexuality and intimate relationships.	Explain how being a 'friend' and being a girlfriend or boyfriend are different/the same. Explain what sex means and what happens during sexual activity. Identify some forms of contraception, their correct use and where they can be accessed.	Identify what we mean by something being a 'medicine' Identify some examples of over the counter medicines. Identify some common drugs that are legal and illegal (including alcohol and tobacco). Explain that just because a drug is legal, or has been prescribed—this does not mean it can be taken without risks to health. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to drugs, smoking or drinking alcohol.	
	KS4: L1-L15 KS5: L1-L7	KS4: R15, R21, R22 KS5: R5, R9, L26, L28	KS4: R11, R12, R18 KS5: R7	KS4: R1, R2, R6, R8, R20, R23, R24 KS5: R1, R5, R6, R11, R12, R13, R15, R16, R17	KS4: H13, H16, H19, H20	

1. Self-awareness (Me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (Looking after myself and keeping safe) includes aspects of Relationships and sex education
3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. Healthy lifestyles (Being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (Living confidently in the wider world) .