

Pathway 3	<p>I can explain how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>I can explain how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>I can explain the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>I know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>I know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>I can make informed decisions about health</p>
Pathway 2	<p>I can explain the elements of a balanced, healthy lifestyle</p> <p>I know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>I can recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>I know what good physical health means; how to recognise early signs of physical illness</p> <p>I can explain what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>I can explain why regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>
Pathway 1	<p>I know what keeping healthy means; different ways to keep healthy</p> <p>I can name foods that support good health and identify the risks of eating too much sugar</p> <p>I can explain how physical activity helps everyone to stay healthy; and ways to be physically active everyday</p> <p>I can explain why sleep is important and different ways to rest and relax</p> <p>I can follow simple hygiene routines that can stop germs from spreading</p> <p>I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>I can explain why dental care and visiting the dentist are important; Including how to brush teeth correctly; food and drink that support dental health</p> <p>I know how to keep safe in the sun and protect skin from sun damage</p> <p>I can explain different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>I can explain who the people are who help us to stay physically healthy</p>
	HEALTH AND WELLBEING - Healthy lifestyles (physical wellbeing)

Pathway 3	<p>I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>I can recognise warning signs about mental health and wellbeing and how to seek support for myself and others</p> <p>I can recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>I can use <u>problem-solving strategies</u> for dealing with emotions, challenges and change, including the transition to new schools</p>
Pathway 2	<p>I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>I know strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>I can recognise that feelings can change over time and range in intensity</p> <p>I know that everyday things that affect feelings and the importance of expressing feelings</p> <p>I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>
Pathway 1	<p>I can name different feelings that humans can experience</p> <p>I know how feelings can affect people's bodies and how they behave</p> <p>I can recognise what others might be feeling</p> <p>I can recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>I know about ways of sharing feelings; a range of words to describe feelings</p> <p>I know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>I can name different things I can do to manage big feelings.</p> <p>I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>I know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>
	HEALTH AND WELLBEING - Mental Health

Pathway 3	<p>I can use strategies to manage transitions between classes and key stages</p> <p>I can understand 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>I can understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>I know 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</p> <p>I know where to get more information, help and advice about growing and changing, especially about puberty</p> <p>I know about the new opportunities and responsibilities that increasing independence may bring</p>
Pathway 2	<p>I know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>I can understand that for some people gender identity does not correspond with their biological sex</p> <p>I can recognise individuality and personal qualities</p> <p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>I can manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p>
Pathway 1	<p>I can recognise what makes me special recognise the ways in which we are all unique</p> <p>I can identify what I am good at, what I like and dislike</p> <p>I know how to manage when finding things difficult</p> <p>I can name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>I know how growing and changing from young to old and how people's needs change</p> <p>I can prepare to move to a new class/year group</p>
	<p>HEALTH AND WELLBEING - Ourselves, growing and changing</p>

Pathway 3	<p>I know why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>I can recognise the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>I know that organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>I understand the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>I know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>I know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
Pathway 2	<p>I can understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>I know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>I can predict, assess and manage risk in different situations</p> <p>I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>I can use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
Pathway 1	<p>I know about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>I can name rules and age restrictions that keep us safe</p> <p>I can recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>I can keep myself safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>I know that household products (including medicines) can be harmful if not used correctly</p> <p>I can keep myself safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>I know about the people whose job it is to help keep us safe</p> <p>I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>I know about what to do if there is an accident and someone is hurt</p> <p>I can get help in an emergency (how to dial 999 and what to say)</p>
	HEALTH AND WELLBEING - Keeping safe inc drugs, alcohol and tobacco

Pathway 3	<p>I know 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>I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>I can 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>I can 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>I can recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>I can use 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>I know how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>I understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>I can 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>
Pathway 2	<p>I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>I can identify 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>I can 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>I know importance of seeking support if feeling lonely or excluded</p> <p>I know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I know 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>I know 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>I understand 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>
Pathway 1	<p>I can name the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>I can identify the people who love and care for them and what they do to help them feel cared for</p> <p>I understand about different types of families including those that may be different to their own</p> <p>I can identify common features of family life</p> <p>I know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>I know how people make friends and what makes a good friendship</p> <p>I can recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively</p> <p>I can ask for help if a friendship is making them feel unhappy</p>
	<p>RELATIONSHIPS- Families and close positive relationships & Friendships</p>

Pathway 3	<p>I can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>I know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>I understand the importance of seeking and giving permission (consent) in different situations</p> <p>I know that 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>I can recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>I know where I can get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
Pathway 2	<p>I understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>I can use 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>I can explain what discrimination is and how to challenge it</p> <p>I can explain privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>I can understand 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>I know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>I can 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>
Pathway 1	<p>I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>I can understand how people may feel if they experience hurtful behaviour or bullying</p> <p>I know 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>I can recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>I know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>I can respond safely to adults I don't know</p> <p>I know how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>I can understand there are situations when they should ask for permission and also when their permission should be sought</p> <p>I understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>I can use basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>I can name kind and unkind behaviour, and how this can affect others</p> <p>I can treat myself and others with respect; how to be polite and courteous</p> <p>I can recognise the ways in which they are the same and different to others</p> <p>I can listen to other people and play and work cooperatively</p> <p>I can talk about and share opinions on things that matter to me</p>
	<p>RELATIONSHIPS- Managing hurtful behaviour and bullying, Safe Relationships & Respecting self and others</p>

Pathway 3	<p>I know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>I know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>I know about the different groups that make up their community; what living in a community means</p> <p>I can understand and value the different contributions that people and groups make to the community</p> <p>I can explain the benefits of living in a diverse community; about valuing diversity within communities about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>I can recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
Pathway 2	<p>I can recognise ways in which the internet and social media can be used both positively and negatively</p> <p>I can assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>I can name the different ways information and data is shared and used online, including for commercial purposes</p> <p>I can recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>I can recognise there are human rights, that are there to protect everyone</p> <p>I can understand the relationship between rights and responsibilities</p> <p>I understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
Pathway 1	<p>I know how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>I can explain the role of the internet in everyday life</p> <p>I know that not all information seen online is true</p> <p>I know about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>I know how people and other living things have different needs, about the responsibilities of caring for them</p> <p>I know about things I can do to help look after their environment</p> <p>I know about the different roles and responsibilities people have in their community</p> <p>I can recognise the ways they are the same as, and different to, other people</p>
	<p>LIVING IN THE WIDER WORLD - Shared responsibilities, Communities & Media literacy & digital resilience</p>

Pathway 3	<p>I understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>I can name some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation</p> <p>I can identify the kind of job that they might like to do when they are older</p> <p>I can recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>I can explain different ways to keep track of money</p> <p>I can explain the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>I understand the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>I can identify the ways that money can impact on people's feelings and emotion</p>
Pathway 2	<p>I know the different ways to pay for things and the choices people have about this</p> <p>I can recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>I can explain how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>I can recognise that people make spending decisions based on priorities, needs and wants</p> <p>I can recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>I can understand stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>I can explain what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>
Pathway 1	<p>I understand that everyone has different strengths</p> <p>I know that jobs help people to earn money to pay for things</p> <p>I can explain the different jobs that people they know or people who work in the community do</p> <p>I can explain some of the strengths and interests someone might need to do different jobs</p> <p>I can explain what money is; forms that money comes in; that money comes from different sources</p> <p>I know that people make different choices about how to save and spend money</p> <p>I know the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>I know that money needs to be looked after; different ways of doing this</p>
	<p>LIVING IN THE WIDER WORLD - Economic wellbeing: Money & Aspirations, work and career</p>