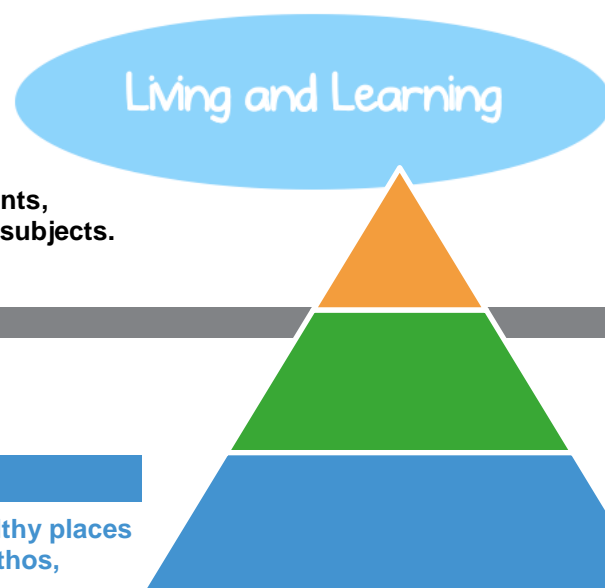


Living and Learning: Our intent statement

Date: March 2022 and reviewed on an on-going basis

This Curriculum Statement sits alongside similar documents, including for Early Years and for Science and foundation subjects. It complements other documents in school, including our Relationships and Sex Education policy.



Our curriculum intent: overall

Our curriculum intent has three layers:

Layer 1: Our schools' core aim

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school.

(At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)

Layer 2: Knowledge and skills

The knowledge and skills which children learn in our Living and Learning sessions, and within our wider Living and Learning provision, play an integral role in ensuring that our schools are happy and healthy places to learn. The knowledge and skills we are required to teach are set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2021)*.

Layer 3: Attitudes

We deliver the content in ways which achieve four intentions ('ERIC') that promote positive attitudes to learning:

Enjoyable

We want Sphere Federation schools to be happy and healthy places to learn. Living and Learning plays a key part in this: the more pupils learn and reflect on the social and emotional aspects of school (and the wider world), the more they will be able to enjoy. We want our children to have positive experiences at school: learning (and socialising) with increasing characteristics such as empathy and resilience, and increasing awareness of themselves and others.

Relevant

Relevance is fundamental to our Living and Learning curriculum. The overarching aim is to provide pupils with accurate and relevant knowledge and opportunities to turn that knowledge into personal understanding. We want to provide pupils with the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. The knowledge and skills we set out in our age-related expectations mean our Living and Learning curriculum content is relevant for our pupils' present and future lives – learning the importance of protected characteristics and how to negotiate online relationships, for example.

Inspiring

We want our children to be inspired by what they learn in every subject, not least Living and Learning: inspiration to develop caring friendships, to be physically healthy through exercise and diet, to be mentally healthy through rest and friendships, to stay safe and keep others safe, including standing up for each other... These are all aspects of life that children can increasingly manage as they get older, and the more they're inspired to manage them well, the better.

Creative

Children learn in a range of different ways: discussions, debates and drama are typical aspects of our Living and Learning teaching. We encourage children to be independent, critical and creative thinkers, too: we want to provide pupils with opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.

Our curriculum implementation

Overview (key points)

Rationale

PSHE (Personal, Social, Health and Economic education) is a vital part of school life and ultimately our children's future health and wellbeing. Our Living and Learning provision helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning we offer to ensure that pupils experience positive relationships with adults and with each other, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. Living and Learning is central to our values and to achieving our school's stated aims.

Why call it 'Living and Learning'?

Our Living and Learning curriculum includes wide-ranging statutory content (*Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, Department for Education, 2021) alongside similarly wide-ranging, complementary non-statutory content. The learning is traditionally referred to as PSHE (Personal, Social, Health and Economic education). We think the term 'Living and Learning' is an appropriate name to reflect all the content:

Relationships Education	Health Education
<ul style="list-style-type: none"> Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe 	<ul style="list-style-type: none"> Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body
Teaching online safety in school	
<ul style="list-style-type: none"> Age restrictions Digital content Misinformation, disinformation and hoaxes Fake websites and scam emails Password safety Personal data Persuasion Online vs. offline behaviours Impact on quality of life <div> <p>Content in <i>Online Relationships and Internet Safety and Harms</i> (above) forms part of the content set out here.</p> </div> <p><i>'Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects' (Department for Education, 2019).</i></p> <p><i>Keeping Children Safe in Education: Statutory guidance for schools and colleges (updated annually) references four areas of risk (four Cs): content, contact, conduct, commerce. We have ensured that these areas are covered fully in our online safety curriculum under the headings above.</i></p>	
Additional non-statutory content	
<p><i>The following are closely connected to the learning areas set out above. Sometimes, they overlap, sometimes they complement, sometimes they extend the learning in some way. We set them out here as discrete aspects of learning because we consider them especially important.</i></p> <ul style="list-style-type: none"> Social, moral, spiritual and cultural awareness and skills British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (although we prefer 'appreciation' and 'celebration' than 'tolerance') Eight Rs: responsive, ready, (safe) risks, responsible, resourceful, resilient, remember, reflect Rights and responsibilities School and class rules Manners and courtesy Financial education Protected characteristics Identity and community 	

The Living and Learning curriculum

The Living and Learning curriculum is delivered in different ways:

- weekly, discrete sessions
- assemblies (St James': collective worships)
- on-going references (such as daily 'check-ins' about happy and healthy playtimes)
- part of Safer Internet Day and Anti-Bullying Week
- in the Computing topics each year (when online safety will be taught alongside programming)
- in the Reading and Writing curriculum (such as references to a character's relationships and problems during the class novel, and when we develop children's skills as critical thinkers and critical consumers of texts and media)
- in the four different themed weeks (two each year across a two-year cycle), the purpose of which is to enrich learning through visits, visitors and other learning experiences

All of these activities are within a safe and supportive environment. Staff ensure appropriate levels of discretion so that pupils feel safe and respected whilst protecting privacy. However, in line with our Safeguarding and Child Protection Policy, staff don't offer unconditional or absolute confidentiality.

Resources

Some schools use one resource – a published scheme of learning – right across primary for all areas of PSHE. The advantage of this is that teachers have a ready-made, go-to resource. However, Sphere Federation schools use a range of resources for different ages and different aspects of PSHE. The means that materials used are best placed to meet the learning intentions and the needs of our children. In addition, the overall curriculum is planned so that the whole school shares the same focuses throughout the year, with the following benefits:

- our assemblies (St James: collective worships) can enhance and reinforce Living and Learning sessions in the classroom
- similarly, whole-school Living and Learning home learning prompts can apply to all children in the family, regardless of age
- messages to parents and carers (eg by website news) can share the same ideas to enhance learning at home, and this includes similar messages for siblings in different year groups
- staff in school can consistently reinforce messages with children in different year groups

The resources include those from MindMate (<https://www.mindmate.org.uk/>); You, Me, PSHE (Islington scheme of work, accessed via Leeds Health and Wellbeing) and the PSHE Association (<https://pshe-association.org.uk/>). We also arrange for visits and visitors to support teaching and learning.

An important additional 'resource' is pupils' own voice. We value what children tell us, and will adapt appropriately what and how we teach. All children have access to Living and Learning boxes in which they can raise comments, questions and concerns; this contributes to the safe and supportive environment in our schools.

Cross-curricular links

Our Living and Learning sessions are discrete sessions. However, there are clear links with all subjects, all learning. Living and Learning content supports other learning. For example, learning about school rules, our eight Rs for learning, and managing emotions supports effective learning throughout the rest of the year. There are also specific links with other subjects. For example, pupils' skills in Oracy are developed: pupils need to be confident speakers, good listeners, and effective, sensitive communicators. Another example is PE: residential trips (part of the PE curriculum) make a significant contribution to pupils' personal development, and likewise pupils have an opportunity on these trips to put into practice things discussed and developed in Living and Learning sessions, such as managing risk and coping with change. Other links include Reading (evidence shows that the more people read, the greater their capacity to empathise), Maths (in terms of financial literacy), and Science (in terms of learning about the physical changes as we grow up).

Online safety

This important aspect of PSHE is taught in Living and Learning, and also in our Computing topic and across the curriculum – we've set out an overview of teaching and learning in this curriculum statement. See our separate Online Safety policy for more details.

Relationships and Sex Education

We take our responsibility around Relationships and Sex Education (RSE) very seriously. We teach RSE to all of our pupils as part of our Living and Learning curriculum. We want parents/carers and pupils to feel assured that RSE is delivered at a level appropriate to both the age and development of pupils, and to feel safe to voice opinions and concerns relating to the provision. See our separate policy on Relationships and Sex Education for more details.

Revisiting prior learning

Our long-term plan for Living and Learning is a whole-school one which features the same focuses and whole-school Living and Learning statements each year. This means children return to the same areas of learning each year, but they explore their learning in more detail and develop their awareness and understanding as they progress.

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?', R M Harden, 2009

Equal opportunities and protected characteristics

Our Living and Learning lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

All children and young people, whatever their experience, background or identity, are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the Equality Act 2010 to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their – or their family members' – age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects (see below).

Our approaches to teaching and learning take into account the needs of the pupils to ensure all can access the Living and Learning curriculum appropriately. Staff approach the sessions sensitively, as pupils are all different, with different types of family.

Special educational needs and/or disabilities (SEND)

Sphere Federation schools are inclusive and are committed to meeting the needs of children with SEND in the most effective way so that they achieve the best possible outcomes:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the Living and Learning curriculum to meet the needs of pupils with SEND so that we can develop their knowledge, skills and abilities to apply what they know and can do with increasing independence. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Challenge and deeper learning

Across all subjects, teachers provide opportunities for challenge and deeper learning. In Living and Learning, challenge might be provided by less support during the teacher input; an additional, practical task; and teacher questioning which is targeted to meet the needs of different pupils.

Long-term plan and age-related expectations

Our Living and Learning long-term plan and our age-related expectations are set out below, after content on curriculum impact. There is breadth across all year groups and knowledge and skills build on prior learning. The content exceeds the breadth and depth of the *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (Department for Education, 2021).

Impact: how we evaluate the impact of our Living and Learning curriculum

We evaluate the impact of our Living and Learning curriculum by measuring pupil achievement and evaluating pupil attitudes.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes, supported by moderation in school and across Sphere Federation
- in-year and end of year teacher assessments, recorded and monitored over time

Learning conversations with children is an important way to assess impact. We explore how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our assessment of impact.

We measure pupil attitudes using a number of strategies, including feedback during learning conversations and in pupil and parent/carer surveys; attitudes and behaviour in lessons across the curriculum, and in the playground; and monitoring attendance and punctuality. To support us in this, we refer back to Layer 3 of our curriculum intent: Attitudes. Children, particularly older children, will be encouraged to reflect on and self-assess their learning in terms of enjoyment, relevance, inspiration and creativity.

Whole school areas for development are identified as a result of evaluating the impact of what we do.



Our curriculum implementation

Long-term plans for Living and Learning

Our long-term plan for Living and Learning is set out below.

Autumn 1	Living in the wider world		
	Focus of the week	Living and Learning statement	Background information
Week 1	Rules We'll focus on our school rules and how these are important in our classrooms.	I follow the school rules. Make sure your child knows our three school rules. Is one more important than another? Is there a rule that's 'missing'? Make a link between our school rules and home: are there similar rules in the home? Also link to a wider context and talk about the country's laws.	This is additional non-statutory content, but this links with the British value of rule of law.
Week 2	Eight Rs for Learning	I use the Eight Rs to help me learn. The Eight Rs promote good learning behaviour. We use an animal to symbolise each 'R', which might help your child remember all eight: readiness (rabbit); responsive (dog); (safe) risk-taking (cat); responsible (horse); resourcefulness (squirrel), resilience (tortoise); remembering (elephant); and reflection (owl).	This is additional non-statutory content which we believe is important because these characteristics help to promote good learning behaviour and social and character development.
Week 3	Manners and courtesy	I use good manners. Good manners help people to get on well with others. Encourage your child to greet people politely (including the adults as they arrive at school), to say please and thank you, and to avoid interrupting.	Statutory content is Respectful Relationships. There is a link to consent here, too: 'Please may I...?'
Week 4	Rights and responsibilities	I know that rights come with responsibilities. Alongside every right comes responsibility. At school for example, children have the right to play and relax, and the responsibility to play alongside others safely and respectfully. In lots of situations, we've the right to express our views, but we must do so in a respectful way. Think of more examples.	Statutory content is Relationships Education. This also links to the British values.
Week 5	Protected characteristics	I respect others. For younger children, consider respect in terms of previous statements (rules, manners, rights and responsibilities). For older children, how many of the nine protected characteristics can your child talk about? (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.)	Statutory content is Respectful Relationships. An awareness of the protected characteristics promotes social development and links to the British value of respect and tolerance.
Week 6	Identity: Self-respect	I respect myself. Encourage self-respect, establishing the link to our own happiness. What can we feel especially proud of about ourselves?	Statutory content is Respectful Relationships. This helps to promote character development and links to the British value of respect and tolerance.
Week 7	Democracy	I take part in democratic decisions. We choose our new Junior Leadership Team during this week. Talk about what characteristics are needed for someone to represent the class. Also, think about situations at home when voting can help solve problems.	This is additional non-statutory content, but this links with the British value of democracy.

Autumn 2	Mental wellbeing (1)		
	Focus of the week	Living and Learning statement	Background information
Week 1	Me and My Money themed week (Cycle A) or Me and My Communities themed week (Cycle B)	I understand the difference between needs and wants. (Cycle A) Sometimes, it can be easy to confuse the two: 'I really need that new game'. Explore different situations with your child: do we need or want a game, a holiday, food and drink, some time to relax...? or I respect my communities and other communities. (Cycle B) What is a community? Discuss this with your child. You could look up a definition, but even better would be discuss what community means to you and your child. A community can be really small, like a family, or much larger, like society overall. Talk about different communities your child is part of, and other communities your child isn't part of, too.	Me and My Money: Learning about money is part of SMSC development. This is additional non-statutory content which we believe helps to promote financial literacy, part of citizenship in Key Stage 3 and 4. Me and My Communities: Statutory content is Respectful Relationships. This helps to promote character and social development and links to the British value of respect and tolerance.
Week 2	School charity selection process	I consider the views of others. Think of times at home when your child and other family members have held different views. Would considering the views of the other side have helped? In this week, we'll select our new school charity. This is a good opportunity to practise considering the views of others – it might even lead to a change of mind, which isn't a bad thing if someone else can convince us in a respectful way.	This is additional non-statutory content which links to SMSC development and the British value of democracy. The charities will be selected annually following the themed weeks; during the Me and My Communities themed week, children are encouraged to consider charities that are very much community-based.
Week 3	Anti-bullying week	I know how to STOP bullying. This is one of the most important Living and Learning statements. Make sure you and your child talk about our two STOP acronyms: Several Times On Purpose Start Telling Other People Beyond this week alone, keep talking about these – one's a definition of bullying and the other's a solution. Talk about the differences between falling out and bullying, and between a one-off situation and something that's happened more than once.	Statutory content is Respectful Relationships; Being Safe; Mental Wellbeing; Online Relationships; Internet Safety and Harms
Week 4	Mental wellbeing lesson 1	I can talk about my feelings. Build in words for our feelings in different ways. Talk about how a character in a book or film might be feeling. Mime a feeling. Get your child to muddle up letters and see if you can work out the word.	Statutory content is Mental Wellbeing.
Week 5	Mental wellbeing lesson 2	I can describe and use self-care techniques. Consider different things we can do if we're feeling angry, sad, worried, anxious. Different things work for different people. be open and share ideas and techniques. This list of self-care techniques might help.	Statutory content is Mental Wellbeing.
Week 6	Mental wellbeing lesson 3	I recognise mental health is important. During this week, try to make it clear that we can talk about our physical health and our mental health and that both are important. Use the discussions to reflect on the recent Living and Learning statements.	Statutory content is Mental Wellbeing.

Spring 1	Being safe		
	Focus of the week	Living and Learning statement	Background information
Week 1	Drugs, alcohol and tobacco 1	<p>I know what a drug is.</p> <p>Even young children can begin to develop an understanding of drugs. Talk to your child about medicines – they're helpful drugs, but only when used by the right people in the right way. Older children can develop this understanding in terms of other drugs like alcohol – talk about age restrictions and drinking in moderation.</p>	<p>Statutory content learnt about is Drugs, Alcohol and Tobacco, Being safe; Online Relationships; and Internet Safety and Harms. Included in this theme, children will learn about consent (permission-seeking and permission-giving), both online (eg taking and sharing photos and providing personal information) and offline (eg in relation to how we play and talk about each other and personal space). Within the theme, we promote the British values of individual liberty and respect and tolerance, and aspects of SMSC development.</p>
Week 2	Drugs, alcohol and tobacco 2	<p>I know that some drugs can be harmful.</p> <p>Continue to develop the themes from the previous week. Some drugs can be helpful, like medicines when used in the right way. Some drugs are harmful, even medicines if we use them in the wrong way. Older children can develop this understanding in terms of knowing about some illegal drugs and dangers they present.</p>	
Week 3	Being safe 1	<p>I can assess my own risks.</p> <p>It's natural for children to encounter risks – and healthy, too. Children need to encounter risks to assess the risk and therefore manage the risk in a way which is appropriately independent. Explore different situations when your child might encounter risk. Develop the conversation by considering how to manage the risk and also when to seek help...</p>	
Week 4	Being safe 2	<p>I know how to seek help.</p> <p>We all need to seek help from time to time. Make sure your child knows it's ok to ask for help. Explore different situations when you and your child might both need to seek help. What could the situation be (friendships, online problems, tricky situations when out and about...)? Who could they seek help from? How would they do it?</p>	
Week 5	Internet safety and harms 1	<p>I know the importance of permission (consent).</p> <p>As well as exploring consent generally, consider permission-seeking and permission-giving when online eg getting permission before taking and sharing images of others. As a parent / carer, you might want to start seeking permission before uploading images of your child online ('Shall I share this pic, or would you prefer me not to?' is one way to ask, for example.)</p>	
Week 6	Internet safety and harms 2 (inc Safer Internet Day)	<p>I know that people should treat others respectfully when online.</p> <p>Sometimes people behave differently online – perhaps because they feel more anonymous. Talk about the need for the same principles of respect when online as face-to-face. This is sometimes called 'netiquette'. Look out for frequent links in our Friday messages to websites that support staying safe online.</p>	

Spring 2	Mental wellbeing (2)		
	Focus of the week	Living and Learning statement	Background information
Week 1	Strong emotions	<p>I recognise emotions in myself and others.</p> <p>This week's statement echoes one from Autumn 2: <i>I can talk about my feelings</i>. Just like before, spend some time talking about emotions. Before talking about your own emotions (which some people might find hard), it can help to talk about the emotions of other people, like a character in a book or film.</p>	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Physical Health and Fitness
Week 2	Being the same, being different	<p>I know we're all the same and we're all different.</p> <p>This week's statement might sound quite a simple one – it is, but you can get some rich, deep thoughts stemming from it. If it helps, start by considering characters in a film or book –Harry Potter and Voldemort have obvious differences but lots in common, too. Conversations might touch on protected characteristics – think back to Autumn 1 when we talk about these. (Protected characteristics in the UK are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.)</p>	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Internet Safety and Harms
Week 3	Friends and family	<p>I recognise that friends and family are important.</p> <p>Our families and our friendships are all different, so whether your child has a wide group of family and friends or a smaller group of people, encourage your child to reflect on how special they are. Question prompts to help could include who's important, when has this relationship helped, how is this relationship important.</p>	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Internet Safety and Harms
Week 4	Solving problems	<p>I can find solutions to different problems.</p> <p>When thinking about this, spend time thinking about the solution more than the problem itself – this will help to move on. Look out for problems in a film you're watching together, or a story you're enjoying. Pause and discuss different solutions.</p>	Statutory content is Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Physical Health and Fitness
Week 5	Feeling good and being me	<p>I can give and receive compliments.</p> <p>Spend a week giving compliments to each other at home each day. Try to make sure the compliments are about what we've done and not just how we look – we've got more power to change what we do than how we look so these compliments can be much more effective. Some children find it hard to receive compliments, so this week of giving compliments might help, too.</p>	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Internet Safety and Harms
Week 6	Life changes	<p>I know how to cope with change.</p> <p>Talk about change: big changes and little changes, long-term and short-term changes, changes we can predict and plan for, and changes which are unexpected. What changes has your child already successfully encountered?</p>	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing

Summer 1	Healthy me – physical health		
	Focus of the week	Living and Learning statement	Background information
Week 1	Health and prevention 1	<p>I know the importance of personal hygiene, including handwashing.</p> <p>This is a big area to think about! It would be a good idea to break this down into a few areas, and come up with a few top tips for each. For example, food hygiene (eg wash hands before eating and preparing food), hand hygiene (eg wash hands after every trip to the toilet), health hygiene (eg sneeze or cough into our elbow, not into our hands – we sometimes call this the vampire method), and oral hygiene (eg brush teeth twice a day, including last thing at night – no snacks afterwards).</p>	Statutory content is Health and Prevention.
Week 2	Health and prevention 2	<p>I recognise the importance of sleep.</p> <p>When we sleep, our bodies and minds have the time to rest, recover and process all the things which have happened to us during the day. When we're young, our bodies are growing and changing quickly, so we need even more sleep than adults to be able to cope with everything that's happening. We're all different, but it's generally recommended that children and young people get between 9 and 11 hours of sleep every night. Without you or your child getting anxious about hitting a target, think about how much sleep your child's getting. You might want to consider bedtime routines that help sleep – for example, take an hour before bedtime to 'wind down' and build in a bedtime story.</p>	Statutory content is Health and Prevention.
Week 3	Healthy eating 1	<p>I know the importance of a healthy diet.</p> <p>Alongside your child, check out the NHS Eatwell guide. It shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. You don't need to achieve this balance with every meal, but try to get the balance right over a day or even a week.</p>	Statutory content is Healthy Eating.
Week 4	Healthy eating 2	<p>I know the importance of 'five a day'.</p> <p>Just like last week, this week check out the NHS 5 A Day message. Even though most of us know about 5 A Day, the site's worth a look to be reminded – it's got lots of top tips and recipes, too. Just like last week, reading the information together would really help.</p>	Statutory content is Healthy Eating.
Week 5	Physical health 1	<p>I know that being physically active is mentally and physically healthy.</p> <p>And a third NHS link to read with your child: Physical activity guidelines for children and young people. Think about what sort of physical activity your child might want to try out – maybe join an after-school club at school, or see what's available locally.</p>	Statutory content is Physical Health and Fitness, and Mental Wellbeing.
Week 6	Physical health 2	<p>I know the importance of 60 active minutes each day.</p> <p>The NHS advise that children should aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week. Talk about how to achieve this: a brisk walk to school and back counts, so think about this and other simple ways to clock up the 60 minutes or more.</p>	Statutory content is Physical Health and Fitness, and Mental Wellbeing.

Summer 2	Healthy me – my body		
	Focus of the week	Living and Learning statement	Background information
Week 1	Relationships and Sex Education 1	<p>I know the ingredients of a happy and healthy relationship.</p> <p>Think about what things make a good relationship. You could maybe think of a relationship in different situations: at school, at home and possibly at work. When appropriate, try to explore what makes an unhealthy relationship, too.</p>	<p>Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Online Relationships; Being Safe; and Changing Adolescent Body. The importance of consent is learnt about again, this time specifically in relation to relationships. The British values of the rule of law; individual liberty; and respect and tolerance are all promoted.</p>
Week 2	Relationships and Sex Education 2	<p>I seek help if I'm unhappy with a relationship.</p> <p>Talk to your child about seeking help – this will echo a conversation from Spring 1. Try to encourage self-help first, but make sure your child knows when to ask a trusted adult or organisation for bigger problems. What small problems can your child sort out on their own? It may be a disagreement with a friend, for example. When might your child need more help? For example, if they feel they're being bullied or forced to do something they don't like. Encourage the examples to be ones in other situations: school, home, clubs...</p>	
Week 3	Relationships and Sex Education 3	<p>I know the importance of permission (consent) in relationships with friends, peers and adults.</p> <p>Like last week, this statement returns to one from Spring 1. Consider permission-seeking and permission-giving in different situations. Last time was especially in the context of when online. This time round, think about the statement using the Pants Rules.</p>	
Week 4	Body image 1	<p>I can say one good thing about myself.</p> <p>Self-esteem is how you feel about yourself. These feelings can change as things in your life change, such as going to a new school or becoming a brother or sister. Does your child recognise their strengths? Do they know subjects at school they're strongest at? Outside school, do they know what skills are they especially good at? Just as importantly, what are their strengths in their character? (Think back to Spring 2 when we thought about giving and receiving compliments – there's a link here: does your child accept compliments?)</p>	<p>Statutory content is Respectful Relationships; Mental Wellbeing; Physical Health and Fitness; and Healthy Eating. The British value of respect and tolerance is promoted.</p>
Week 5	Body image 2	<p>I know that people I see in the media don't always reflect real life.</p> <p>Body image is part of self-esteem. It is how you feel about how you look. Body image also includes how you think others see you. Physical appearance shouldn't really matter too much in contrast to what you might have talked about in the previous week. However, children – like everyone – are exposed to so many images of people in the media: music stars, actors, YouTubers, influencers... Often, these people present an image of themselves that's far from real life. Help your child become a savvy media critic by talking about bodies on television, in magazines and on the internet. Chat with them about the pictures of models they see in print and online ads. Explain that many of these images are retouched or changed so the bodies appear 'perfect'.</p>	
Week 6	Staying Safe themed week (Cycle A) or Being Healthy themed week (Cycle B)	<p>I make safe choices, including online. (Cycle A)</p> <p>This week is a good time to think back to Living and Learning statements. For example, does your child know the two STOP messages about bullying from Autumn 2 (Several Times On Purpose and Start Telling Other People)? Does your child understand the importance of permission / consent? What online safety tips can your child tell you about?</p> <p>or</p> <p>I make healthy choices. (Cycle B)</p> <p>This week is the ideal time to reflect on the previous half-term's messages about sleep, diet, and physical activity. Reflect on any changes you might've made – what's been the most successful? Make sure to celebrate any small steps to being even healthier.</p>	<p>Staying Safe themed week (Cycle A)</p> <p>statutory content: Being safe; Basic first aid; Online relationships; Internet safety and harms; Drugs, alcohol and tobacco</p> <p>Being Healthy themed week (Cycle B)</p> <p>statutory content: Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention</p> <p><i>within the themed weeks (with clear connection to the Being Healthy themed week):</i> Sports Day</p> <p>statutory content: Physical health and fitness; Mental health</p>

Our curriculum implementation

Overview of our provision for teaching about Online Safety

We break down the teaching of Online Safety into nine areas:

4xCs: relate to content set out in Keeping Children Safe in Education	Age restrictions	Digital content	Misinformation, disinformation and hoaxes	Fake websites, scam emails	Password safety	Personal data	Persuasion (in relation to Writing we regard this as aspect as Promotion)	Online vs. offline behaviours	Impact on quality of life
What 4 Cs are covered?	content	content conduct	content contact	content commerce	conduct	contact conduct commerce	commerce	conduct	conduct

We cover the teaching of Online Safety in different ways at different times – it's embedded into lots of aspects.

- **On-going:** we make frequent references to aspects of online safety eg when we use the internet, we'll refer to trustworthy websites; when we encourage children to use [NumBots](#) or [Times Tables Rockstars](#), we'll promote a healthy balance between online and offline activity
- **Acceptable use agreement:** at the start of the year (Autumn 1, Week 1: Living and Learning Rules theme), we talk through an acceptable use agreement, in line with our Online Safety Policy
- **Living and learning:** as set out above, in Spring 1 of our Living and Learning theme on Being Safe, there are two weeks each year which relate to Internet safety and Harms; in the three tables on the following pages (one for each phase: Y1,2; Y3,4; and Y5,6), we've set out content in terms of Year A and Year B – a two-year cycle
- **Safer internet day:** this national event in February presents an opportunity to teach aspects of Online Safety
- **Our Computing topic:** every year in Spring 2, pupils learn about programming in our Computing topic; it's a chance to teach some aspects of Online Safety, too
- **Anti-bullying week:** bullying, sadly, happens increasingly online; this national event in November helps to promote respectful online behaviours
- **Staying safe themed week:** we teach about digital content during this biennial themed week (Summer 2 in Cycle A)
- **Being healthy themed week:** taking the place of Staying Safe week, this one (Summer 2 in Cycle B) is another chance to promote a balance of online and offline
- **Me and my money themed week:** during this themed week (Autumn 2, Cycle A), pupils will learning about how some online content is trying to persuade you to do something, such as promoting a product
- **Me and my communities themed week:** this (Autumn 2, Cycle B) is another chance to remind children of the importance of respectful online behaviour
- **Reading and Writing:** there are lots of opportunities for children to learn about Online Safety when they're reading and writing; in the tables below, we set out some aspects which will be referred to or consolidated

In the three tables on the following pages (one for each phase: Y1,2; Y3,4; and Y5,6), we indicate when the teaching and learning happens.

- ✓ indicates that learning is referred to and/or indirectly taught or consolidated
- ✓✓ indicates that this learning is directly taught – the LO in bold is key; the other content serve as success criteria ('remember tos' – R2s)

The statements and success criteria set out in the three tables below cover some over-arching learning objectives (as set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education, 2021*). These are that pupils should know:

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous (Online Relationships section)
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Online Relationships section)
- what sort of boundaries are appropriate in friendships with peers and others (Being Safe section) – with the key principle being respectful

Year 1,2	Age restrictions	Digital content	Misinformation, disinformation and hoaxes	Fake websites, scam emails	Password safety	Personal data	Persuasion (Writing text type: Promotion)	Online vs. offline behaviours	Impact on quality of life
Bold text: Key learning objective Success criteria (R2s – Remember to) Regular text: Statutory content (Relationships Education, Relationships and Sex Education (RSE) and Health Education; DfE, 2021) <i>Italics:</i> <i>Additional content (Teaching online safety in school; DfE, 2019)</i>	I know that there are sometimes age restrictions online. <i>I know that some online activities have age restrictions because they have content which is not appropriate.</i>	I know what a digital footprint is. <i>I am beginning to understand what a digital footprint is.</i> <i>I know that I should ask for consent before taking photographs of other people.</i>	I know that some things online may not be true. I am aware of the risks of online relationships with people I have never met. I know that what I read and see online may not be true.	I know that I can trust some websites more than others. <i>I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.</i>	I know that passwords are important. <i>I know that passwords are important and that we should keep them to ourselves.</i>	I know that I shouldn't share personal information online. <i>I know that I'm too young to share personal information (eg full name, address, school, age) online.</i>	I can spot adverts online. <i>I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at.</i>	I know that I should always be respectful, both offline and online. I know that it's just as important to be respectful online as in face-to-face. I know that people sometimes behave differently online, including by pretending to be someone they're not. <i>I know how and when to seek support including which adults to speak to in school if I'm worried about something online.</i>	I know that I should aim for a healthy balance between online and offline activity. I know that the internet is a part of life and has many benefits. I know that I should limit time spent online. I know the risks of excessive time spent on electronic devices.
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement			✓		✓	✓		✓	
Living & Learning A									✓✓
Living & Learning B	✓✓				✓✓				
Safer internet day			✓✓			✓✓			
Computing topic			✓✓	✓✓					
Anti-bullying week								✓✓	
Staying safe week		✓✓							
Being healthy week									✓✓
Me and my money week				✓	✓		✓		
Me and my communities week								✓	
Embedded into Reading / Writing								✓	✓

Year 3,4	Age restrictions	Digital content	Misinformation, disinformation and hoaxes	Fake websites, scam emails	Password safety	Personal data	Persuasion (Writing text type: Promotion)	Online vs. offline behaviours	Impact on quality of life
Bold text: Key learning objective Success criteria (R2s – Remember to) Regular text: Statutory content (Relationships Education, Relationships and Sex Education (RSE) and Health Education; DfE, 2021) <i>Italics:</i> Additional content (Teaching online safety in school; DfE, 2019)	I know why some online activities have age restrictions. I know why there are age restrictions eg on social media, computer games and online gaming.	I know that we need to be aware of our digital footprint. <i>I understand what a digital footprint is.</i> <i>I understand the significance of my digital footprint and I think carefully about what I post online as it is difficult to remove.</i> <i>I know that I need to get consent before I post anything about another person (eg photos, videos).</i>	I know that some things online may not be true, either accidentally or deliberately. I am aware of the risks of online relationships with people I have never met. I can critically consider what I read and see online. <i>I know that I shouldn't believe everything I see or read online.</i> <i>I know that some people or groups may mistakenly share false information (ie misinformation) or deliberately deceive (ie disinformation).</i>	I know that some websites and emails are fake and what their purpose is. <i>I know that fake websites and emails are sometimes used to get personal information, photos, money and other data.</i> <i>I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.</i>	I can explain what is and isn't a secure password. <i>I know that passwords are important and that we should keep them to ourselves.</i> <i>I can explain what is and isn't a secure password.</i>	I know it's important to check with a trusted adult before sharing personal information online. I know the importance of keeping personal information private. <i>I know I have the right to give consent for my personal data to be used by a company and I have the right to withdraw that consent.</i> <i>I know that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give consent to share this information.</i>	I can spot adverts on websites and in a search. <i>I know that an online search may show a paid for result and/or adverts.</i> <i>I know that there are adverts online which, if clicked on, may take me away from the page I'm looking at.</i> <i>I know that pop-up adverts may try to persuade me to buy something or download something.</i> <i>I know how to get rid of pop-up adverts.</i>	I know that I should always be respectful, both offline and online. I consider the effect of my online actions on others. I know how to recognise and display (even when I'm anonymous) respectful behaviour online. I know where and how to report concerns with issues online. I know that people sometimes behave differently online, including by pretending to be someone they're not. I know that it's just as important to be respectful online as in face-to-face.	I know that I should aim for a healthy balance between online and offline activity. I know that the internet is a part of life and has many benefits. I know that I should limit time spent online. I know the impact of positive and negative content online (in terms of my own and others' mental and physical wellbeing). I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement	✓	✓	✓	✓	✓	✓		✓	
Living & Learning A									✓✓
Living & Learning B	✓✓				✓✓				
Safer internet day			✓✓			✓✓			
Computing topic			✓✓	✓✓					
Anti-bullying week		✓						✓✓	
Staying safe week		✓✓							
Being healthy week									✓✓
Me and my money week				✓	✓		✓✓		
Me and my communities week								✓	
Embedded into Reading / Writing			✓				✓	✓	✓

Year 5,6	Age restrictions	Digital content	Misinformation, disinformation and hoaxes	Fake websites, scam emails	Password safety	Personal data	Persuasion (Writing text type: Promotion)	Online vs. offline behaviours	Impact on quality of life
Bold text: Key learning objective Success criteria (R2s – Remember to) Regular text: Statutory content (Relationships Education, Relationships and Sex Education (RSE) and Health Education; DfE, 2021) <i>Italics:</i> Additional content (Teaching online safety in school; DfE, 2019) Grey: Additional Sphere Federation content	I know why some online activities have age restrictions. I know why there are age restrictions eg on social media, computer games and online gaming. <i>I know that the minimum age at which children can agree to share information and use social media is 13.</i>	I am respectful about posting or using online content. I know how information and data is shared online. <i>I know that online content is shared quickly and that this can be both positive and negative.</i> <i>I know that we need to be aware of our digital footprint and think about what we post online as it is difficult to remove, and this could have an impact in the future (eg career).</i> <i>I know that posting something about another person without their consent is wrong and can be damaging.</i> <i>I know that using digital content without consent and passing it off as my own is plagiarism.</i>	I know that I may encounter misinformation, disinformation and hoaxes. I can critically consider my online friendships. I can critically consider sources of online information. <i>I know that some people (or fake profiles and 'bots') or groups may share false information to deliberately deceive or may mistakenly share false information.</i> <i>I know the potential consequences of sharing information that may not be true.</i>	I'm ready to be suspicious of some websites and emails in case they are fake. <i>I know that fake profiles, websites and emails are sometimes used to persuade eg to get personal information, images, money and other data.</i> <i>I can describe ways to risk assess online (eg does the URL show a padlock next to it, is the website one I've used before, is the email unsolicited, do I know the sender, is the email too good to be true, does the email or website not look quite right).</i>	I'm ready to be suspicious if I'm asked for my password. <i>I can explain what is and isn't a secure password.</i> <i>I know that password phishing is the process by which people try to find out passwords so they can access protected content.</i> <i>I know that a 'good company' would never ask you to share your full password.</i>	I know why it's important to check with a trusted adult before sharing personal information online. <i>I know that some online activities require some personal information before I can access them but I should check with a trusted adult before I give consent to share this information.</i> <i>I know that personal data is highly sought by companies and can be 'farmed' in ways that look harmless (eg websites that look like games, online surveys).</i>	I know that lots of online activity is geared up to persuade or sell. <i>I know that I may see adverts based on what I've been looking at online and that cookies help companies do this.</i> <i>I know that the majority of games and platforms are businesses designed to make money and that their aim is to encourage users to be online for as long as possible to encourage them to spend money or for them to make money through advertising.</i>	I know potential consequences of bad online behaviour and it's ok to step away. I know how to recognise and display (even when I'm anonymous) online respectful behaviour. I know how to report concerns with issues online (eg tell a trusted adult; report to the platform/app; report to police, especially if it might be a hate crime). I know how to respond safely and appropriately to adults I may encounter online. <i>I know how and why some people are unkind or hurtful online, when they may not be unkind face to face.</i> <i>I'm aware that some people feel pressure online to act in a harmful way.</i>	I know why I should aim for a healthy balance between online and offline activity. I know the risks of excessive time spent on electronic devices (eg physical inactivity, mental health). <i>I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i> <i>I am aware that content online is often unrealistic (eg manipulated images, idealised lifestyles) and that this could have a detrimental impact on mental health.</i>
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement	✓	✓	✓	✓	✓	✓		✓	
Living & Learning A									✓✓
Living & Learning B	✓✓				✓✓				
Safer internet day						✓✓		✓✓	
Computing topic			✓✓	✓✓					
Anti-bullying week		✓						✓✓	
Staying safe week		✓✓							
Being healthy week									✓✓
Me and my money				✓✓	✓	✓✓	✓✓		
Me and my communities week								✓	
Embedded into Reading / Writing		✓	✓				✓		

Age-related expectations: Early Years – Personal, social and emotional development (PSED)

The PSED strand of the Early Years curriculum has a direct link with Living and Learning. See the separate Early Years Curriculum Statement for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage		
<p>N1 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N3 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>N4 Show more confidence in new social situations.</p> <p>N5 Play with one or more other children, extending and elaborating play ideas.</p> <p>N6 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>N7 Increasingly follow rules, understanding why they are important.</p> <p>N8 Remember rules without needing an adult to be present.</p> <p>N9 Develop appropriate ways of being assertive.</p> <p>N10 Talk with others to solve conflicts.</p> <p>N11 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>N12 Understand gradually how others might be feeling.</p> <p>N13 Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>N14 Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>R1 See themselves as a valuable individual.</p> <p>R2 Build constructive and respectful relationships.</p> <p>R3 Express their feelings and consider the feelings of others.</p> <p>R4 Show resilience and perseverance in the face of challenge.</p> <p>R5 Identify and moderate their own feelings socially and emotionally.</p> <p>R6 Think about the perspectives of others.</p> <p>R7 Manage their own needs:</p> <ul style="list-style-type: none"> • personal hygiene <p>R8 Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> • regular physical exercise • healthy eating • toothbrushing • sensible amounts of screen time • having a good sleep routine • being safe as a pedestrian 	<p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>

Age-related expectations: Early Years – additional or explicit learning

See the separate Early Years Curriculum Statement for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.		
<p>Families and people who care for me N1+ I know that families sometimes look different from my own family.</p> <p>Caring friendships N2+ I can be a caring friend.</p> <p>Respectful relationships N3+ I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p>Being safe N4+ I'm beginning to recognise some risks in a place or activity and act accordingly.</p> <p>Mental wellbeing N5+ I can recognise when I'm feeling happy, sad, angry and worried.</p> <p>Internet safety N6+ I know that I must seek permission from a trusted adult before using technology.</p> <p>Physical health and fitness (also see Physical development) N7+ I know being active is good for me.</p> <p>Healthy eating N8+ I can name some healthy foods.</p> <p>Drugs, alcohol and tobacco N9+ I know I must only take medicines when an adult is with me.</p> <p>Health and prevention N10+ I can use the toilet independently. N11+ I know I must wash my hands after using the toilet and at other times in the day.</p> <p>Basic first aid N12+ I know that if I hurt myself, I must seek help.</p>	<p>Families and people who care for me R1+ I can describe ways that families are different from my own family.</p> <p>Caring friendships R2+ I can be a caring friend in different situations.</p> <p>Respectful relationships R3+ I can show good manners (eg greeting, saying please and thank you and saying goodbye).</p> <p>Being safe R4+ I can carry out a simple risk assessment before play situations.</p> <p>Mental wellbeing R5+ I know that that there needs to be a balance between time being using technology and time spent in other ways. R6+ I'm beginning to recognise when I need some quiet time out from an activity.</p> <p>Internet safety (see also Computing expectations) R7+ So that I'm safe, I know I must seek permission from a trusted adult before using technology.</p> <p>Physical health and fitness (also see Physical development) R8+ I know that that there needs to be a balance between resting and being active.</p> <p>Healthy eating R9+ I can name some healthy foods. R10+ I know at least two simple reasons to eat healthily (eg to avoid tooth decay, to avoid unhealthy weight gain).</p> <p>Drugs, alcohol and tobacco R11+ I know I must only take medicines when an adult is with me.</p> <p>Health and prevention (see other statements)</p> <p>Basic first aid R12+ I know that if I hurt myself, I must seek help. R13+ I know at least three emergency services.</p>	<p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>


Age-related expectations: Living and learning


The headings used below reflect statutory content: Relationships and Sex Education and Health Education (DfE, 2021)

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Families and people who care for me <ul style="list-style-type: none"> I know that families are important because they can give love and security. I can appreciate the importance of spending time together and sharing each other's lives. I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences. I know that stable, caring relationships, which may be of different types, are at the heart of happy families. I know that marriage is intended to be lifelong. I can recognise if family relationships are making me feel unhappy or unsafe, and I can seek help or advice from others if needed. 	Families and people who care for me <ul style="list-style-type: none"> I know that families are important because they can give love, security and stability. I know characteristics of healthy family life. I can appreciate the importance of spending time together and sharing each other's lives. I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences and I know that other children's families are also characterised by love and care. I know that stable, caring relationships, which may be of different types, are at the heart of happy families. I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. I can recognise if family relationships are making me feel unsafe or unhappy, and I can seek help or advice from others if needed. 	Families and people who care for me <ul style="list-style-type: none"> I know that families are important because they can give love, security and stability. I know characteristics of healthy family life. I can appreciate the importance of spending time together and sharing each other's lives. I know that other people's families, either in school or in the wider world, sometimes look different from my own family, but I respect those differences and I know that other children's families are also characterised by love and care. I know that stable, caring relationships, which may be of different types, are at the heart of happy families. I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. I can recognise if family relationships are making me feel unsafe or unhappy, and I can seek help or advice from others if needed.
Caring friendships <ul style="list-style-type: none"> I know that friendships can make me feel happy and secure, and how people choose and make friends. I know some characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I know that most friendships have ups and downs. I know that resorting to violence is never right. I can use simple ways to recognise who to trust and who not to trust. I can judge when a friendship is making me feel unhappy or uncomfortable. I can manage conflict, including knowing when and how to seek help or advice from others, if needed. 	Caring friendships <ul style="list-style-type: none"> I know how important friendships are in making me feel happy and secure, and how people choose and make friends. I know an increasing range of characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. I know that resorting to violence is never right. I can recognise who to trust and who not to trust. I can judge when a friendship is making me feel unhappy or uncomfortable. I can manage conflict, including knowing when and how to seek help or advice from others, if needed. 	Caring friendships <ul style="list-style-type: none"> I know how important friendships are in making me feel happy and secure, and how people choose and make friends. I know characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. I know that resorting to violence is never right. I can recognise who to trust and who not to trust. I can judge when a friendship is making me feel unhappy or uncomfortable. I can manage conflict, including knowing when and how to seek help or advice from others, if needed.



Respectful relationships	Respectful relationships	Respectful relationships
<ul style="list-style-type: none"> • I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take steps in different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying and the responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. <p>Also listed as <i>Living in the wider world (extra non-statutory content)</i>:</p> <ul style="list-style-type: none"> • Community: I respect myself and others. • Community: I'm aware of different groups and communities. • Community: I respect equality and diversity in a diverse community. 	<ul style="list-style-type: none"> • I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take practical steps in a range of different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. <p>Also listed as <i>Living in the wider world (extra non-statutory content)</i>:</p> <ul style="list-style-type: none"> • Community: I respect myself and others. • Community: I'm aware of different groups and communities, and understand the importance of respecting these. • Community: I respect and value equality and diversity in a diverse community. 	<ul style="list-style-type: none"> • I know it's important to respect others, even when they are very different from me (eg physically, in character, personality or backgrounds), or when they make different choices or have different preferences or beliefs. • I can take practical steps in a range of different contexts to improve or support respectful relationships. • I know the conventions of courtesy and manners. • I know the importance of self-respect and how this links to my own happiness. • I know that in school and in wider society I should be treated with respect by others, and in turn I should show respect to others, including those in positions of authority. • I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (especially to report bullying to an adult: STOP = Start Telling Other People) and how to get help. • I know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • I know the importance of permission-seeking and permission giving (consent) in relationships with friends, peers and adults. <p>Also listed as <i>Living in the wider world (extra non-statutory content)</i>:</p> <ul style="list-style-type: none"> • Protected characteristics: I'm aware of the protected characteristics and can talk about them in terms of respectful relationships. (Also noted above: respectful relationships.) • Community: I respect myself and others. • Community: I'm aware of different groups and communities, and understand the importance of respecting and valuing these. • Community: I respect and value equality and diversity in a diverse community.
Being safe	Being safe	Being safe
<ul style="list-style-type: none"> • I know some boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical contact. • I know how to respond safely and appropriately to adults who I don't know. • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse. • I know I can get help or advice from school. 	<ul style="list-style-type: none"> • I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy and the implications of it for both children. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical, and other, contact. • I know how to respond safely and appropriately to adults who I don't know (in all contexts, including online). • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. • I know where to get advice eg family, school and/or other sources. 	<ul style="list-style-type: none"> • I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • I know about the concept of privacy and the implications of it for both children and adults. • I know that it is not always right to keep secrets if they relate to being safe. • I know that each person's body belongs to them. • I know the differences between appropriate and inappropriate/unsafe physical, and other, contact. • I know how to respond safely and appropriately to adults who I don't know (in all contexts, including online). • I know how to recognise and report feelings of being unsafe or feeling bad about any adult. • I know how to ask for advice or help for myself or others, and to keep trying until I am heard. • I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. • I know where to get advice eg family, school and/or other sources.

<p>Mental wellbeing</p> <ul style="list-style-type: none"> • I know that mental wellbeing is a normal part of daily life, in the same way as physical health. • I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • I know it's important to recognise and talk about my emotions. • I know the benefits of physical exercise, time outdoors and voluntary activity on mental wellbeing and happiness. • I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • I know that it's very important for children to discuss their feelings with an adult and seek support. • I know that bullying (including cyberbullying) has a negative and impact on mental wellbeing. • I know where and how to seek support, including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing (including issues arising online). 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • I know that mental wellbeing is a normal part of daily life, in the same way as physical health. • I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • I know how to recognise and talk about my emotions, and I'm starting to have a varied vocabulary of words to use when talking about my own and others' feelings. • I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. • I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • I know where and how to seek support (including recognising the triggers for seeking support), including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • I know it is common for people to experience mental ill health. • I know that mental ill health problems can be resolved. 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • I know that mental wellbeing is a normal part of daily life, in the same way as physical health. • I know that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings. • I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. • I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • I know some simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • I know where and how to seek support (including recognising the triggers for seeking support), including who in school I should speak to if I'm worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • I know it is common for people to experience mental ill health. • I know that mental ill health problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Physical health and fitness</p> <ul style="list-style-type: none"> • I know that an active lifestyle is a healthy lifestyle. • I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • I know that an inactive lifestyle is unhealthy and have an awareness of some consequences. • I know how and when to seek support including which adults to speak to in school if I'm worried about my health. 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> • I know that an active lifestyle is a healthy lifestyle, both mentally and physically. • I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • I know that an inactive lifestyle is unhealthy and have an understanding of some consequences (including obesity). • I know how and when to seek support including which adults to speak to in school if I'm worried about my health. 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> • I know characteristics and mental and physical benefits of an active lifestyle. • I know the importance of building regular exercise into daily and weekly routines and how to achieve this eg walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • I know risks associated with an inactive lifestyle (including obesity). • I know how and when to seek support including which adults to speak to in school if I'm worried about my health.
<p>Healthy eating</p> <ul style="list-style-type: none"> • I know what constitutes a healthy diet. • I know that the '5-a-day' message is a good way to plan for a healthy diet. • I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay). 	<p>Healthy eating</p> <ul style="list-style-type: none"> • I know what constitutes a healthy diet (including an awareness of calories and other nutritional content). • I know simple principles of planning and preparing a range of healthy meals. • I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay). 	<p>Healthy eating</p> <ul style="list-style-type: none"> • I know what constitutes a healthy diet (including understanding calories and other nutritional content). • I know principles of planning and preparing a range of healthy meals. • I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).

Drugs, alcohol and tobacco <ul style="list-style-type: none"> I know medicines can be harmful if not taken in the right way. I know that smoking is harmful. 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> I know simple facts about legal and illegal harmful substances, including smoking, alcohol use and drug-taking. 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> I know facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention <ul style="list-style-type: none"> I know how to reduce the risk of sun damage. I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn. I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. I know about personal hygiene and germs, and the importance of handwashing. I know some simple facts relating to allergies, immunisation and vaccination. 	Health and prevention <ul style="list-style-type: none"> I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. I know simple facts and science relating to allergies, immunisation and vaccination. 	Health and prevention <ul style="list-style-type: none"> I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. I know facts and science relating to allergies, immunisation and vaccination.
Basic first aid <ul style="list-style-type: none"> I am aware of the emergency services and how they can help. 	Basic first aid <ul style="list-style-type: none"> I can make a call to emergency services if necessary. 	Basic first aid <ul style="list-style-type: none"> I can clearly, efficiently call emergency services if needed. I know concepts of basic first-aid eg dealing with common injuries, including head injuries.
Changing adolescent body	Changing adolescent body	Changing adolescent body <ul style="list-style-type: none"> I know about puberty and the changing adolescent body, including physical and emotional changes. I know about menstruation and menstrual wellbeing.
Living in the wider world (extra non-statutory content) <ul style="list-style-type: none"> Money: I know money is an important part of most people's lives, and I know the importance of saving / keeping it safe. Rights and responsibilities: I know about rights and responsibilities. <p>Also listed as <i>Respectful relationships (above)</i>:</p> <ul style="list-style-type: none"> Democracy: I know what democracy means. Community: I respect myself and others. Community: I'm aware of different groups and communities. Community: I respect equality and diversity in a diverse community. 	Living in the wider world (extra non-statutory content) <ul style="list-style-type: none"> Money: I know money is an important part of most people's lives, and I know it's important to manage it effectively (saving, spending). Rights and responsibilities: I know about rights and responsibilities, and that having responsibilities comes with having rights. Rights and responsibilities: I know the importance of responsible behaviours and actions. Democracy: I know what democracy means, and can describe examples of democracy in school and nationally. <p>Also listed as <i>Respectful relationships (above)</i>:</p> <ul style="list-style-type: none"> Community: I respect myself and others. Community: I'm aware of different groups and communities, and understand the importance of respecting these. Community: I respect and value equality and diversity in a diverse community. 	Living in the wider world (extra non-statutory content) <ul style="list-style-type: none"> Money: I understand aspects of saving (eg interest rates), spending (eg actual unit costs), and borrowing (eg mortgage interest rates). Rights and responsibilities: I know about rights and responsibilities in different groups and communities (eg family, clubs and ultimately as citizens), and that having responsibilities comes with having rights. Democracy: I know what democracy means, and I'm aware of the main political parties in the UK. <p>Also listed as <i>Respectful relationships (above)</i>:</p> <ul style="list-style-type: none"> Protected characteristics: I'm aware of the protected characteristics and can talk about them in terms of respectful relationships. (Also noted above: respectful relationships.) Community: I respect myself and others. Community: I'm aware of different groups and communities, and understand the importance of respecting and valuing these. Community: I respect and value equality and diversity in a diverse community.

Age-related expectations: Online safety

These statements derive from 'Teaching online safety in school' (DfE, 2019) and DfE guidance on Relationships Education and Physical Health and Mental Wellbeing (DfE, 2020). We strongly encourage all parents/carers to help their child at home to stay safe online. We include the content here to support parents.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Online safety Age restrictions <ul style="list-style-type: none"> I know that there are sometimes age restrictions online. Digital content <ul style="list-style-type: none"> I know what a digital footprint is. Misinformation, disinformation and hoaxes <ul style="list-style-type: none"> I know that some things online may not be true. Fake websites and scam emails <ul style="list-style-type: none"> I know that I can trust some websites more than others. Password safety <ul style="list-style-type: none"> I know that passwords are important. Personal data <ul style="list-style-type: none"> I know that I shouldn't share personal information online. Persuasion <ul style="list-style-type: none"> I can spot adverts online. Online vs. offline behaviours <ul style="list-style-type: none"> I know that I should always be respectful, both offline and online. Impact on quality of life <ul style="list-style-type: none"> I know that I should aim for a healthy balance between online and offline activity. 	Online safety Age restrictions <ul style="list-style-type: none"> I know why some online activities have age restrictions. Digital content <ul style="list-style-type: none"> I know that we need to be aware of our digital footprint. Misinformation, disinformation and hoaxes <ul style="list-style-type: none"> I know that some things online may not be true, either accidentally or deliberately. Fake websites and scam emails <ul style="list-style-type: none"> I know that some websites and emails are fake and what their purpose is. Password safety <ul style="list-style-type: none"> I can explain what is and isn't a secure password. Personal data <ul style="list-style-type: none"> I know it's important to check with a trusted adult before sharing personal information online. Persuasion <ul style="list-style-type: none"> I can spot adverts on websites and in a search. Online vs. offline behaviours <ul style="list-style-type: none"> I know that I should always be respectful, both offline and online. Impact on quality of life <ul style="list-style-type: none"> I know that I should aim for a healthy balance between online and offline activity. 	Online safety Age restrictions <ul style="list-style-type: none"> I know why some online activities have age restrictions. Digital content <ul style="list-style-type: none"> I think carefully and respectfully about what I post online. Misinformation, disinformation and hoaxes <ul style="list-style-type: none"> I know that I may encounter misinformation, disinformation and hoaxes. Fake websites and scam emails <ul style="list-style-type: none"> I'm ready to be suspicious of some websites and emails in case they are fake. Password safety <ul style="list-style-type: none"> I'm ready to be suspicious if I'm asked for my password. Personal data <ul style="list-style-type: none"> I know why it's important to check with a trusted adult before sharing personal information online. Persuasion <ul style="list-style-type: none"> I know that lots of online activity is geared up to persuade or sell. Online vs. offline behaviours <ul style="list-style-type: none"> I know the potential consequences of bad online behaviour and that it's ok to step away. Impact on quality of life <ul style="list-style-type: none"> I know why I should aim for a healthy balance between online and offline activity.

