Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Living and Learning

Our curriculum guide: Living and Learning

Date: reviewed on an on-going basis

Introduction



This Curriculum Guide sits alongside similar documents for Early Years, Reading, Writing, Maths, Science, Topics and others. It complements other documents in school, including our Relationships and Sex Education policy.

We want Sphere Federation schools to be happy and healthy places to learn. (At St James' CE Primary, this is expressed as 'happy and healthy place to achieve and believe'.) This core aim permeates our schools and their ethos, whether in the classroom or around and about school.

Personal, Social, Health and Economic education (PSHE) is an integral part of pupils' personal development. It contributes to our children's future health and wellbeing: it 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's carefully planned and embedded within wider learning and school life in general. 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. **We refer to all this as Living and Learning.**

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 (St James' CE Primary: happy and healthy place to achieve and believe).

Curriculum structure

The knowledge and skills we're 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, and teachers* (Department for Education, 2025). Alongside this is complementary non-statutory content.

Relationships Education	Health Education
• Families and people who care for me • Caring friendships • Respectful, kind relationships • Online safety and awareness* • Being safe	• General wellbeing • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Wellbeing online* • Health protection and prevention • Personal safety • Basic first aid • Developing bodies

Teaching online safety in school
• Age restrictions • How content can be used and shared • Disinformation, misinformation and hoaxes • Fakes, frauds and scams • Passwords • Personal data • Persuasion • Unsafe communication • Online vs. offline behaviours and relationships • Staying safe, happy and healthy online

Additional non-statutory content
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 of their importance. • 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 rules • Financial education • Protected characteristics • Identity and community

Our Living and Learning long-term plans incorporate all of the above. The overall curriculum is planned so that the whole school shares the same focuses throughout the year, with the following benefits:

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

There is breadth across all year groups and knowledge and skills build on prior learning. The content exceeds the breadth and depth of *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers* (Department for Education, 2025).



Key elements

The Living and Learning curriculum is delivered in different ways:

- weekly, discrete Living and Learning session
- weekly, discrete Feelings First session
- themed days and themed week
- assemblies (St James': collective worships)
- circle times
- homework
- on-going references (such as daily 'check-ins' about happy and healthy playtimes)
- in the Computing topics each year (when online safety is 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)

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.

The following are some of the key aspects of our Living and Learning curriculum.

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.

The resources include those from Pol-Ed, the PSHE Association, MindMate (https://www.mindmate.org.uk/) and. We also arrange for visits and visitors to support some teaching and learning.

An important additional 'resource' is pupils' own voice. We value what children tell us, and 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. Various pupil surveys support pupil voice, too.

Feelings First sessions

Our Feelings First sessions are short, weekly sessions. These might feature as a 'starter' to the longer Living and Learning lesson or happen at another time of the week.

Each session typically focusses on one emotion each week, exploring the feeling in terms of a definition, related feelings and scenarios when someone might experience the feeling. Over time, there are three key learning objectives for Feelings First sessions:

- to develop self-awareness and self-management skills
- to develop social awareness and relationship skills
- to be able to make responsible decisions

See our separate guide on Feelings First for more details.

Themed days and themed weeks

Themed days and weeks are an opportunity to approach teaching and learning in a slightly different way, but always remaining learning-centred. A key element of themed days and weeks is breaking away from some typical timetabled lessons. Their purpose is to enrich learning through visits, visitors and other learning experiences.

There are two themed days every year: Anti-Bullying Day (Autumn 2) and Safer Internet Day (Spring 1).
There are four themed weeks across a two-year cycle: Me and My Money and Staying Safe (Year A) and Me and My Community and Being Healthy (Year B).

See our separate guide on Themed Days and Themed Weeks for more details.

Cross-curricular links

Living and Learning sessions are discrete sessions but there are clear links with all subjects and 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 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 guide. See our separate Topic Curriculum Guide for more details.

Relationships and Sex Education

We take our responsibility around Relationships and Sex Education (RSE) 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 pupils' needs 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.

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

All Sphere Federation schools are inclusive and 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 fluency and 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.

Similarly, teachers provide opportunities for challenge and deeper learning. Examples of challenge might include less support during the teacher input or teacher questioning which is targeted to meet the needs of different pupils.

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned task to meet children's questions, needs and interests more closely.



Monitoring and evaluating

We continually review our Living and Learning curriculum, evaluating its impact on children's learning over time.

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
- teacher assessments, recorded and monitored over time

Learning conversations with children are 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.

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.

Long-term plans for Living and Learning

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



Autumn 1

Week	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	**Moortown Primary and Scholes (Elmet) Primary:** **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). BBC Bitesize page 'Learning to Learn' is worth checking out with children in Key Stage 2.	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.
	St James' CE Primary: **Christian values**	I know and show Christian values. The Christian values at St James' are compassion, courage, forgiveness, honesty, peace and perseverance. How does your child demonstrate these values at school? What about at home? How do they help us to become better people?	This is additional non-statutory content which we believe is important. We focus on one value in particular each half-term.
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. BBC Bitesize 'Rules, rights and responsibilities' is worth checking out with children in Key Stage 2.	Statutory content is Relationships Education. This also links to the British values.
Week 5	**Protected characteristics 1**	I respect others. Speak with your child about respect and link with previous learning so far this year: rules, manners, rights and responsibilities. Then talk about respecting people, even if they're different in some way. We're all different and yet we're all the same. BBC Bitesize 'What is discrimination?' is worth checking out with children in Key Stage 2.	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	**Protected characteristics 2**	I understand some characteristics are protected by law. There are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These characteristics are all protected in law. The acronym DR GRAMPSS or DR S GRAMPS might help to remember them, but you might prefer to just talk about a few of these depending on the age of your child. More important than simply remembering all of them is to encourage your child to be aware of fairness and equality.	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 7	**British values 1: Democracy**	I take part in democratic decisions. Democracy is one of four values important in the UK and many countries. Using democracy, 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. For younger children, spend time thinking about situations when they've voted. Can your child think about a situation at home when voting might be a good idea? For children In Key Stage 2, Check out this BBC Bitesize session or this BBC clip about democracy.	This is additional non-statutory content, but this links with the British value of democracy.

Autumn 2

Week	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...? This week's Living and Learning theme helps to support your child's awareness and understanding of all things financial. It doesn't have to be complicated - even just comparing prices of things will help your child to have a growing sense of prices and value for money. 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**: 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 promotes character and social development and links to the British value of respect and tolerance. We also learn some local History, Geography and consider religions in our community (RE). It's around this time that we select our school charity. All children are involved as part of Talk Time homework. The Junior Leadership Team either come up with the shortlist or make the final decision.
Week 2	**British values 2: Democracy and Rule of law**	I know that rules and laws are there to help us. Can your child imagine a country where we didn't have rules and laws? Can your child link their understanding of the importance of rules and laws with other Living and Learning themes? Look back at previous themes: school rules, protected characteristics, rights and responsibilities... Older children should check out this BBC video about the rule of law.	This is additional non-statutory content which explores all four British values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.
Week 3	**Anti-bullying day**	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: **S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople. 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. Bullying is often group behaviour. For older children, it would also be great if you could talk about the different roles people might play. Watch this short clip together, and link it back to **S**tart **T**elling **O**ther **P**eople.	Statutory content is Respectful Relationships; Being Safe; Mental Wellbeing; Online Relationships; Internet Safety and Harms. There are links to British values (rule of law, respect and tolerance, individual liberty) and protected characteristics.
Week 4	**British values 3: Individual liberty and Respect and tolerance**	I know we have individual liberty but we must show respect and tolerance. Here are two more values important in the UK and many countries: - Individual liberty relates to freedom. - Respect and tolerance are about appreciating differences with other people. Can you child imagine a country where we didn't have these values? Can you child link their understanding of respect and tolerance to the protected characteristics we thought about in Autumn 1? Also, explore with your child the balance between having individual liberty or freedom and needing to show respect and tolerance towards other people. Older children should check out this BBC video about respect.	
Week 5	**Being the same, being different**	I know we're all the same and we're all different. 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.) BBC Bitesize 'Differences and diversity' is worth checking out with children in Key Stage 2.	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Internet Safety and Harms
Week 6	**Feeling good and being me**	I can give and receive compliments. 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.	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing; Internet Safety and Harms

Spring 1

Week	Focus of the week	Living and Learning statement	Background information
Week 1	**Loss, grief and bereavement 1**	I know how to recognise and talk about my emotions. It's important that children know there's a normal range of emotions, (like happiness, sadness, anger, fear, surprise and nervousness) and a normal scale of emotions (how intense we feel the emotion). For example, worrying and feeling down are normal and affect everyone at different times. Your child considers a different emotion each week in our Feelings First sessions – talk with your child about some of the different emotions we've discussed in school recently. Have a look at one of these BBC Bitesize sessions: - 5-7 year olds - 7-9 year olds - 9-11 year olds Please talk with your child's teacher if this might be a sensitive topic for your child.	Statutory content learnt about is General Wellbeing.
Week 2	**Loss, grief and bereavement 2**	I understand that everyone can feel differently about change and loss. Change and loss, including bereavement, can provoke a range of feelings. Whether your child has experienced a loss or has asked you about death because they're curious, it's important not to hide away from this big conversation. This CBeebies Parenting article called How to talk to your young child about death, loss and grief might help you. Please talk with your child's teacher if this might be a sensitive topic for your child.	Statutory content learnt about is General Wellbeing.
Week 3	**Basic first aid**	I know the importance of the emergency services. Children in Key Stage 1 should watch this BBC Bitesize clip called "The different people who help us'. Have a chat about what they've watched. Can your child name any other people who help us? Children in Key Stage 2 whould watch an alternative BBC Bitesize clip: 'How to make a call to emergency services'. On the same page are lots more short clips in the same series – how to deal with burns, choking, bites and stings… Aim to watch them over the next few weeks.	Statutory content learnt about is Basic First Aid.
Week 4	**Staying safe, happy and healthy online**	I know benefits of limiting time spent online. At the end of the day, you're in charge and so you can set boundaries for the time your child spends online, but it can certainly help if they know benefits of limiting time spent online. Use this 'Screen time facts and advice guide' from Internet Matters as a basis for discussions with your child about limiting time online. You might also want to read 'What I wish my parents and carers knew – A guide for parents and carers on managing children's digital lives' from the children's Commissioner. Can you and your child come up with a list of benefits of limiting time spent online? Can you and your child agree the boundaries?	Statutory content learnt about is Wellbeing Online.
Week 5	**Internet safety and harms 1**	I know the importance of permission (consent). 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.) This BBC Newsround clip talks about the importance of online consent. This BBC Bitesize clip talks about digital consent.	Statutory content is Online Relationships; and Internet Safety and Harms. Children 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.
Week 6	**Internet safety and harms 2** **(inc Safer Internet Day)**	I know that people should treat others respectfully when online. 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. Aimed at younger children, this BBC Bitesize clip called 'Keeping safe online' has some important messages. For older children, this BBC Bitesize page called 'Your online safety' is worth a read and discussion.	



Spring 2

Week	Focus of the week	Living and Learning statement	Background information
Week 1	**Drugs, alcohol and tobacco 1**	I know what a drug is. 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. The BBC Bitesize page 'What are medicines and drugs?' is worth checking out with children in Key Stage 2.	Statutory content learnt about is Drugs, Alcohol and Tobacco.
Week 2	**Drugs, alcohol and tobacco 2**	I know that some drugs can be harmful. 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.	Statutory content learnt about is Drugs, Alcohol and Tobacco.
Week 3	**Health and prevention 1**	I know the importance of personal hygiene, including handwashing. 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). Aimed at younger children, this BBC Bitesize clip called 'Keeping clean' is worth watching with your child.	Statutory content is Health and Prevention.
Week 4	**Health and prevention 2**	I recognise the importance of sleep. 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. Children in Key Stage 1 should check out BBC Bitesize 'What do humans need to be healthy?'. Children in Key Stage 2 should visit 'Why is a healthy lifestyle important?'.	Statutory content is Health and Prevention.
Week 5	**Healthy eating**	I know the importance of a healthy diet. 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 two. The BBC Bitesize page 'What is a balanced diet?' is worth visiting with children in Key Stage 2.	Statutory content is Healthy Eating.
Week 6	**Physical health and fitness**	I know the importance of 60 active minutes each day. 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. Read this NHS link 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.	Statutory content is Physical Health and Fitness, and Mental Wellbeing.



Summer 1

Week	Focus of the week	Living and Learning statement	Background information
Week 1	**Being safe 1**	I can assess my own risks. 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.	Statutory content learnt about is Being Safe.
Week 2	**Being safe 2**	I know that a person's body belongs to them. The NSPCC's Speak Out, Stay Safe message is an important one. It helps children understand more about this week's theme and supports them to speak out if they have any concerns. At home, make sure your child is aware of Childline.	Statutory content learnt about is Being Safe.
Week 3	**Being safe 3**	I know how to seek help. 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?	Statutory content learnt about is Being Safe.
Week 4	**Caring friendships 1**	I know what makes a good friend. Friendships can help people feel happy and secure. This Living and Learning statement is all about knowing characteristics of good friendships. Discuss with your child the 'ingredients' of a good friendship. You might consider mutual respect; honesty; trustworthiness; loyalty; kindness; generosity; trust; sharing interests and experiences; and support with problems and difficulties. With older children, talk through these BBC Bitesize 'Three ways you can be a better friend'.	Statutory content learnt about is Caring Friendships.
Week 5	**Caring friendships 2**	I know some ways to sort friendship problems. Last week's Living and Learning statement was all about knowing characteristics of good friendships, like mutual respect; honesty; and trustworthiness. This week, we consider friendship problems. It's important your child is skilled so they can sort things out when experiencing a friendship problem. Together, can you come up with three top tips to help repair a friendship? You might explore a previous friendship problem, but try to keep the discussion positive and not personal. Make sure your child knows that if a friendship is making them feel unhappy or uncomfortable, they know how to get support. To help you support your child, check out this short video from Place2Be called 'My child has friendship issues'.	Statutory content learnt about is Caring Friendships.
Week 6	**Staying Safe** themed week (Cycle A) or **Being Healthy** themed week (Cycle B)	I make safe choices, including online. (Cycle A) 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 (**S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople)? Does your child understand the importance of permission / consent? What online safety tips can your child tell you about? BBC Bitesize 'Safety' is worth checking out with children in Key Stage 2. or I make healthy choices. (Cycle B) Our Being Healthy themed 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. Children in Key Stage 2 should watch the BBC Bitesize video 'Health Growth and Change'.	**Staying Safe themed week** (Cycle A) statutory content: Being safe; Basic first aid; Online relationships; Internet safety and harms; Drugs, alcohol and tobacco **Being Healthy themed week** (Cycle B) statutory content: Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention *within the themed weeks (with clear connection to the Being Healthy themed week):* Sports Day statutory content: Physical health and fitness; Mental health



Summer 2

Week	Focus of the week	Living and Learning statement	Background information
Week 1	**Relationships and Sex Education 1**	I know the ingredients of a happy and healthy relationship. 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. For younger children, there's a range of short BBC Bitesize clips about Relationships to watch and discuss. Check out the BBC Bitesize page 'Relationships' with children in Key Stage 2.	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.
Week 2	**Relationships and Sex Education 2**	I seek help if I'm unhappy with a relationship. 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…	
Week 3	**Relationships and Sex Education 3**	I know the importance of permission (consent) in relationships with friends, peers and adults. The NSPCC's Pants are Private message is an important one. It might seem more appropriate for younger children, so find ways to discuss the same message with older children. This NSPCC video clip is definitely worth watch with younger children. Get some tips about Pants Rules for older children.	
Week 4	**Body image 1**	I can say one good thing about myself. 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 they're especially good at? Just as importantly, what are their strengths in their character? (Think back to Autumn 2 when we thought about giving and receiving compliments – there's a link here: does your child accept compliments?)	Statutory content is Respectful Relationships; Mental Wellbeing; Physical Health and Fitness; and Healthy Eating. The British value of respect and tolerance is promoted.
Week 5	**Body image 2**	I know that people I see in the media don't always reflect real life. Body image is part of self-esteem. It's 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'. For children in Key Stage 2, BBC Bitesize talks about a related theme: 'Understanding the media'.	
Week 6	**Life changes**	I know how to cope with change. 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? BBC Bitesize 'How to deal with change' is worth checking out with children in Key Stage 2.	Statutory content is Families and People Who Care for Me; Caring Friendships; Respectful Relationships; Being Safe; Mental Wellbeing



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 Guide 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**		
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. **N2** Develop their sense of responsibility and membership of a community. **N3** Become more outgoing with unfamiliar people, in the safe context of their setting. **N4** Show more confidence in new social situations. **N5** Play with one or more other children, extending and elaborating play ideas. **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. **N7** Increasingly follow rules, understanding why they are important. **N8** Remember rules without needing an adult to be present. **N9** Develop appropriate ways of being assertive. **N10** Talk with others to solve conflicts. **N11** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **N12** Understand gradually how others might be feeling. **N13** Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly. **N14** Make healthy choices about food, drink, activity and toothbrushing.	**R1** See themselves as a valuable individual. **R2** Build constructive and respectful relationships. **R3** Express their feelings and consider the feelings of others. **R4** Show resilience and perseverance in the face of challenge. **R5** Identify and moderate their own feelings socially and emotionally. **R6** Think about the perspectives of others. **R7** Manage their own needs: ● personal hygiene **R8** Know and talk about the different factors that support their overall health and wellbeing. ● regular physical exercise ● healthy eating ● toothbrushing ● sensible amounts of screen time ● having a good sleep routine ● being safe as a pedestrian	**Self-regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. **Managing self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

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

See the separate Early Years Curriculum Guide 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.		
Families and people who care for me **N1+** I know that families sometimes look different from my own family. **Caring friendships** **N2+** I can be a caring friend. **Respectful relationships** **N3+** I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye). **Being safe** **N4+** I'm beginning to recognise some risks in a place or activity and act accordingly. **Mental wellbeing** **N5+** I can recognise when I'm feeling happy, sad, angry and worried. **Online safety** **N6+** I know that I must seek permission from a trusted adult before using technology. **Physical health and fitness** (also see Physical development) **N7+** I know being active is good for me. **Healthy eating** **N8+** I can name some healthy foods. **Drugs, alcohol and tobacco** **N9+** I know I must only take medicines when an adult is with me. **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. **Basic first aid** **N12+** I know that if I hurt myself, I must seek help.	**Families and people who care for me** **R1+** I can describe ways that families are different from my own family. **Caring friendships** **R2+** I can be a caring friend in different situations. **Respectful relationships** **R3+** I can show good manners (eg greeting, saying please and thank you and saying goodbye). **Being safe** **R4+** I can carry out a simple risk assessment before play situations. **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. **Online safety** (see also Computing expectations) **R7+** So that I'm safe, I know I must seek permission from a trusted adult before using technology. **Physical health and fitness** (also see Physical development) **R8+** I know that that there needs to be a balance between resting and being active. **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). **Drugs, alcohol and tobacco** **R11+** I know I must only take medicines when an adult is with me. **Health and prevention** (see other statements) **Basic first aid** **R12+** I know that if I hurt myself, I must seek help. **R13+** I know at least three emergency services.	**Self-regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. **Managing self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Age-related expectations: Living and learning (Relationships)

These expectations derive from DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025).

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	**Families and people who care for me**	**Families and people who care for me**
Understanding safe and happy families ● 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 stable, caring relationships, which may be of different types, are at the heart of happy families. **Respecting diversity in families** ● 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 marriage is intended to be lifelong. **Keeping safe in family relationships** ● I can recognise if family relationships are making me feel unhappy or unsafe, and I can seek help or advice from others if needed.	**Understanding safe and happy families** ● I know that families are important because they can give love, security and stability. ● I know characteristics of safe and happy family life, such as commitment, protection and care. ● I know that stable, caring relationships, which may be of different types, are at the heart of happy families. **Respecting diversity in families** ● 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Keeping safe in family relationships** ● I can recognise if family relationships are making me feel unsafe or unhappy, and I can seek help or advice from others if needed.	**Understanding safe and happy families** ● I know that families are important for children growing up safe and happy because they can give love, security and stability. ● I know characteristics of safe and happy family life, such as commitment, protection and care. ● I know that stable, caring relationships, which may be of different types, are at the heart of happy families. **Respecting diversity in families** ● 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 marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Keeping safe in family relationships** ● 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	**Caring friendships**	**Caring friendships**
Friendship positives ● I know that friendships can make me feel happy and secure, and how people choose and make friends. ● I know characteristics of friendships that lead to happiness and security, including mutual respect; honesty; 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 left out. **Friendship problems** ● I know that most friendships have ups and downs. ● I know that I might not have the friends I would like at all times. ● I know that most people feel lonely sometimes. ● I know that hurting others is never the right way to sort out a friendship problem. ● I know when a friendship is making me feel unhappy or uncomfortable and I know how to get support when needed.	**Friendship positives** ● 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 that lead to happiness and security, including mutual respect; honesty; 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. **Friendship problems** ● 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 I might not have the friends I would like at all times. ● I know that most people feel lonely sometimes. ● I have the skills to manage friendship problems and I know that resorting to violence is never right. ● I know when a friendship is making me feel unhappy or uncomfortable and I know how to get support when needed.	**Friendship positives** ● 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 that lead to happiness and security, including mutual respect; honesty; 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. **Friendship problems** ● 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 I might not have the friends I would like at all times. ● I know that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ● I have the skills to manage conflict and I know that resorting to violence is never right. ● I know when a friendship is making me feel unhappy or uncomfortable and I know how to get support when needed. ● Using what I know about friendships (all of the above), I have the skills for developing caring and kind friendships.

Respectful, kind relationships	Respectful, kind relationships	Respectful, kind relationships
Respecting myself and others ● I know that respect means being kind and polite, listening to others, and treating people the way you want to be treated, even when they are different from me. ● I know that respect is important. ● I know courtesy and manners are important. ● I know the importance of self-respect and how this links to my own happiness. **Building healthy relationships** ● I know different things I can do to help my relationships with different people in different situations. ● I know the importance of permission-seeking and permission giving (consent) in all relationships (friends, families, peers, adults…). **Challenging unfairness and staying safe** ● I know that everyone is different and that's ok. ● I Start Telling Other People ('STOP') if I have a worry. **Specific anti-bullying learning:** ● I know what bullying is (hurting others Several Times On Purpose). ● I know how to get help to stop bullying (Start Telling Other People). ● I know the responsibilities of bystanders (especially to report bullying to an adult: Start Telling Other People). ● I know about different types of bullying (eg emotional, physical, online). Also see learning around British values and protected characteristics in *Citizenship: Living in the wider world (extra non-statutory content)*.	**Respecting myself and others** ● I know that respect means being kind and polite, listening to others, and treating people the way you want to be treated, even when they are different from me (eg physically, in character, personality or backgrounds, or when they make different choices or have different preferences or beliefs). ● I respect others and I expect to be treated with respect. ● I show courtesy and manners. ● I know the importance of self-respect and how this links to my own happiness. **Building healthy relationships** ● I can take practical steps to improve or support relationships in different contexts. ● I know the importance of permission-seeking and permission giving (consent) in all relationships (friends, families, peers, adults…). **Challenging unfairness and staying safe** ● I know that stereotype is when someone thinks that all people in a group are the same, even though everyone is different. ● I know stereotyping can be unfair, unhelpful and wrong. ● I Start Telling Other People ('STOP') if I have a worry. **Specific anti-bullying learning:** ● I know what bullying is (hurting others Several Times On Purpose). ● I know that bullying is often a <u>group behaviour</u> and can talk about the different roles: ringleader, target, assistant, reinforcer, defender, outsider/bystander. ● I know how to get help to stop bullying (Start Telling Other People), no matter what my role is. ● I know about different types of bullying (emotional, physical, online) and know that its <u>impact</u> on the targeted person is bad. Also see learning around British values and protected characteristics in *Citizenship: Living in the wider world (extra non-statutory content)*.	**Respecting myself and others** ● I know that respect means being kind and polite, listening to others, and treating people the way you want to be treated, even when they are different from me (eg physically, in character, personality or backgrounds, or when they make different choices or have different preferences or beliefs). ● In school and in wider society, I respect others and I expect to be treated with respect (including when managing conflict). ● I show courtesy and manners in different situations. ● I know the importance of self-respect and how this links to my own self-esteem and identity, and I know that having skills and interests can help me. ● I know that a balance between being kind to others and being kind to myself (not neglecting my own needs) is important. **Building healthy relationships** ● I can take practical steps to improve or support relationships in different contexts. ● I know the importance of healthy boundaries in all relationships (friends, families, peers, adults…), including permission-seeking and permission giving (consent). ● I know that a balance between being assertive (expressing my needs and boundaries) and being controlling is important. **Challenging unfairness and staying safe** ● I know what a stereotype is, and how stereotypes can be unfair, negative, destructive or lead to bullying and discrimination. ● I know ways to challenge stereotyping eg questioning, providing counter-examples. ● I Start Telling Other People ('STOP') if I'm worried about violence, harm, or if I'm unsure who to trust. **Specific anti-bullying learning:** ● I know what bullying is (hurting others Several Times On Purpose). ● I know that bullying is often a <u>group behaviour</u> and can talk about the different roles: ringleader, target, assistant, reinforcer, defender, outsider/bystander. ● I know how to get help to stop bullying (Start Telling Other People), no matter what my role is. ● I know about different types of bullying (eg emotional, physical, online, discriminatory arising from stereotypes) and can talk about the <u>negative impact</u> on the targeted person. ● I know that <u>banter</u> must be friendly, mutual, shared and that if it's not, then it's bullying. Also see learning around British values and protected characteristics in *Citizenship: Living in the wider world (extra non-statutory content)*.

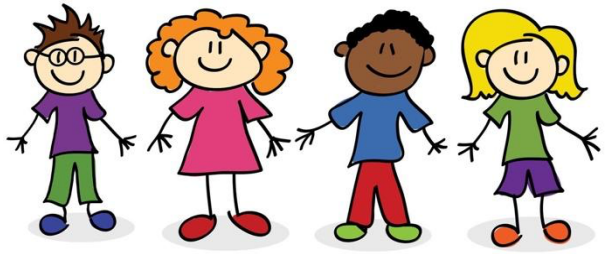
Being safe	Being safe	Being safe
What is appropriate or not ● I know some boundaries are appropriate in friendships with peers and others (including online), including when playing. ● I know about the concept of privacy. ● I know that it is not always right to keep secrets if they relate to being safe. ● I know that each person's body belongs to them. ● I know the differences between appropriate and inappropriate or unsafe physical contact. **How to respond: start telling other people (STOP)** ● I know how to respond safely and appropriately to any adult who I do or do not know. ● I know how to report anything that makes me feel unsafe or worried, including 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 I can get help or advice from a trusted adult, who could be someone at school or at home.	**What is appropriate or not** ● I know what sorts of boundaries are appropriate in friendships with peers and others (including online), including boundaries when playing and when negotiating about space and objects. ● I know about the concept of privacy and the implications of it for 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 or unsafe contact, including physical. **How to respond: start telling other people (STOP)** ● I know how to respond safely and appropriately to any adult who I do or do not know, and in any context, including online. ● I know how to report clearly and confidently anything that makes me feel unsafe or worried, including 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 where to get advice eg family, school and/or other sources.	**What is appropriate or not** ● I know what sorts of boundaries are appropriate in friendships with peers and others (including online), including boundaries when playing and when negotiating about space and objects. ● 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 or unsafe contact, including physical. ● I know how to recognise when a relationship is harmful or dangerous including skills for recognising who to trust and who not to trust. **How to respond: start telling other people (STOP)** ● I know how to respond safely and appropriately to any adult who I do or do not know, and in any context, including online. ● I know how to report clearly and confidently: - abuse - concerns about something seen online - concerns about something experienced in real life - 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 where to get advice eg family, school and/or other sources.



Age-related expectations: **Living and learning (Health)**

These expectations derive from DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025).

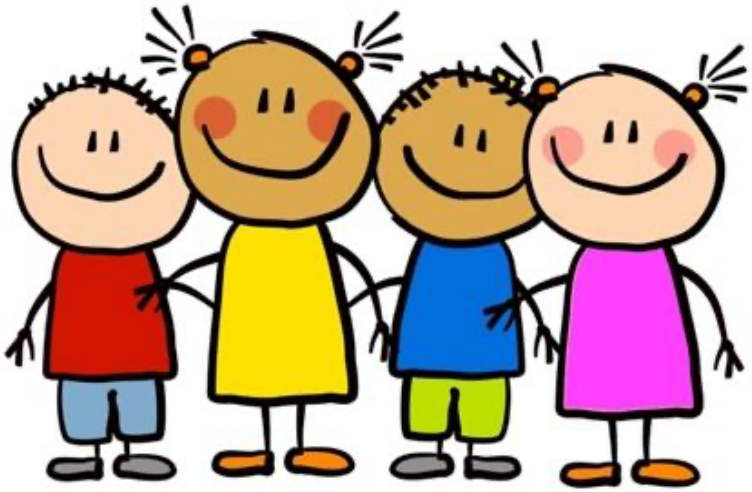
FF: This learning is developed within our weekly Feelings First sessions.

General wellbeing	General wellbeing	General wellbeing
Understanding mental health and emotions ● I know that mental wellbeing and good physical health contribute to positive general wellbeing. ● FF: 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. For example, most people feel worry or sad sometimes. ● FF: I know it's important to recognise and talk about my emotions. ● I know that change and loss, including bereavement, can provoke a range of feelings. **Looking after my wellbeing** ● I know the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. ● I know some simple self-care techniques, including the importance of rest, time spent with friends and family, as well as 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. **Seeking help** ● FF: 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). 	**Understanding mental health and emotions** ● I know that mental wellbeing and good physical health contribute to positive general wellbeing. ● FF: 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. For example, worrying and feeling down are normal and affect everyone at different times. ● FF: 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. ● FF: I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. ● I know that change and loss, including bereavement, can provoke a range of feelings and that grief is a natural response to bereavement. **Looking after my wellbeing** ● I know the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. ● I know some simple self-care techniques, including the importance of rest, time spent with friends and family, as well as 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. **Seeking help** ● FF: 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 health problems, and early support can help. ● I know that mental ill health problems can be resolved.	**Understanding mental health and emotions** ● I know that mental wellbeing and good physical health contribute to positive general wellbeing. ● FF: 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. For example, worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. ● FF: 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. ● FF: I can judge whether what I'm feeling and how I'm behaving is appropriate and proportionate. ● I know that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. **Looking after my wellbeing** ● I know the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. ● I know some simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. ● 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. **Seeking help** ● FF: 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 health problems, and early support can help. ● I know that mental ill health problems can be resolved if the right support is made available, especially if accessed early enough.

Physical health and fitness	Physical health and fitness	Physical health and fitness
• I know that an active lifestyle is a healthy lifestyle. • I know the importance of building regular physical activity 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 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.	• I know that an active lifestyle is a healthy lifestyle, both mentally and physically. • I know the importance of building regular physical activity 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 moderate and/or 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.	• I know characteristics and mental and physical benefits of an active lifestyle. • I know the importance of building regular physical activity 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 moderate and/or 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.
Healthy eating	**Healthy eating**	**Healthy eating**
• I know what a healthy diet is. • 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).	• I know what makes up 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).	• I know what constitutes a healthy diet, including understanding calories and other nutritional content. • I understand the importance of a healthy relationship with food. • 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, tobacco and vaping	**Drugs, alcohol, tobacco and vaping**	**Drugs, alcohol, tobacco and vaping**
• I know medicines can be harmful if not taken in the right way. • I know that smoking is harmful. • I know that vaping can be harmful.	• I know simple facts about legal and illegal harmful substances, including smoking, vaping, alcohol use and drug-taking. • I know the risks of addiction.	• I know facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. • I know the risks of nicotine addiction (eg cigarettes, vaping, pouches).

Health protection and prevention	Health protection and prevention	Health protection and prevention
Sun safety ● I know how to reduce the risk of sun damage. **Sleep** ● I know the importance of enough good quality sleep for health including the amount of sleep recommended for my age. ● I know ways to improve my sleep eg a regular routine. ● I know the impact of poor sleep on mood and ability to learn. **Dental hygiene** ● I know how to keep my teeth healthy, including: - brushing teeth twice a day - regular check-ups at the dentist **Personal hygiene: dealing with harmful microbes** ● I know about personal hygiene and how germs can spread. ● I know the importance of handwashing. ● I use the 'vampire method' to prevent harmful germs spreading when I cough and sneeze. **Vaccination and immunisation** ● I know vaccination and immunisation protects us from illness. ~~allergies~~	**Sun safety** ● I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. **Sleep** ● I know the importance of enough good quality sleep for health including the amount of sleep recommended for my age. ● I know practical steps for improving my sleep eg a regular routine, not using screens in the bedroom. ● I know the impact of poor sleep on mood and ability to learn. **Dental hygiene** ● I know about dental health: - brushing teeth twice a day with fluoride toothpaste - cleaning between teeth (eg interdental brushes, flossing) - regular check-ups at the dentist **Personal hygiene: dealing with harmful microbes** ● I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated. ● I know the importance of handwashing. ● I use the 'vampire method' to prevent harmful germs spreading when I cough and sneeze. **Vaccination and immunisation** ● I know some facts and scientific evidence relating to vaccination and immunisation. ~~allergies~~	● I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. **Sun safety** ● I know about safe and unsafe exposure to the sun; how to reduce the risk of sun damage, including skin cancer. ● I'm aware of online disinformation about the use of sunbeds. **Sleep** ● I know the importance of enough good quality sleep for health including the amount of sleep recommended for my age. ● I know about good sleep hygiene: practical steps for improving sleep eg not using screens in the bedroom, winding down activities. ● I know the impact of poor sleep on weight, mood and ability to learn. **Dental hygiene** ● I know about dental health and the benefits of good oral hygiene: - brushing teeth twice a day with fluoride toothpaste - cleaning between teeth (eg interdental brushes, flossing) - regular check-ups at the dentist **Personal hygiene: dealing with harmful microbes** ● I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated. ● I know the importance of handwashing. ● I know that it's important to keep my hair and body clean. ● I use the 'vampire method' to prevent harmful germs spreading when I cough and sneeze. **Vaccination and immunisation** ● I know the facts and scientific evidence relating to vaccination and immunisation. ~~allergies~~
Personal safety (Staying Safe is one or our themed weeks)	**Personal safety** (Staying Safe is one or our themed weeks)	**Personal safety** (Staying Safe is one or our themed weeks)
● I have an awareness about hazards that may hurt us and can suggest ways to reduce the risk. ● I can recognise risk and stay safe in different settings, including: - on the road (inc the Green Cross Code, booster seats)* - on scooters and bikes (inc helmets) - in the home - in the community (inc people who can help us, strangers) - around animals *statutory content	● I have an awareness about hazards that may cause harm, injury or risk, and can suggest ways to reduce the risk. ● I can recognise risk and stay safe in different settings, including: - around water (inc the water safety code)* - on the road (inc the Green Cross Code, seatbelts)* - with food - in the home *statutory content	● I have an awareness about hazards (including fire risks) that may cause harm, injury or risk, and can suggest ways to reduce the risk. ● I can recognise risk and stay safe in different settings, including: - around water (inc the water safety code)* - around railways (inc level crossings)* - around fire* - around fireworks ● I have an awareness about the dangers of peer pressure. ● I have an awareness of the laws about weapons and the reasons why these laws help us to stay safe. *statutory content
Basic first aid	**Basic first aid**	**Basic first aid**
● I am aware of the emergency services and how they can help. ● I know how to deal with common ailments, like coughs or colds (including rest), and headaches (including hydration).	● I can make a call to emergency services if necessary. ● I know some basic first-aid procedures eg dealing with common injuries such as burns, bites and stings, and asthma attacks. ● I know how to deal with common ailments, like coughs or colds (including rest), and headaches (including hydration).	● I can clearly, efficiently call emergency services if needed. ● I know the importance of reporting incidents not filming them. ● I know some basic first-aid procedures eg dealing with common injuries, including head injuries, bleeding and choking. ● I know how to deal with common ailments, like coughs or colds (including rest), and headaches (including hydration).

Developing bodies	Developing bodies	Developing bodies
		• I know ways that bodies and emotions change and develop, particularly during adolescence. • I know about the human lifecycle, and that puberty is an important stage in this process. • I know the correct names of body parts. • I know that some body parts are private, including penis, vulva, vagina, testicles, scrotum, nipples. • I know the importance of healthy boundaries in all relationships, including permission-seeking and permission giving (consent) and have skills to understand and express these boundaries around these body parts. • I know the facts about the menstrual cycle.



Citizenship: Living in the wider world

The areas below are non-statutory content but contribute to children's personal development, too:

British values:

- **Democracy:** I know that democracy means going with the preference of the majority after a vote.
- **Individual liberty:** I can talk about rights and responsibilities.
- **Respect and tolerance:** I respect myself and others.
- **Respect and tolerance:** I'm aware of different groups and communities.
- **Respect and tolerance:** I respect equality and diversity in a diverse community.
- **Respect and tolerance:** I listen to and consider the views of others and respond politely.
- **Rule of law:** I know the importance of rules in school and in the UK.
- **Rule of law:** I know what is right and wrong, good and bad.

Protected characteristics:

- I know that it's important to treat everyone around me fairly.

Me and my money (this is one of four themed weeks):

- I know money is an important part of most people's lives.
- I know the difference between something I need and something I might want.
- I understand that people make different choices about how to save and spend money.
- I know I have choices about saving and spending my money.
- I know I can keep my money in different places and some places are safer than others eg a bank or a money box.
- I can compare the cost of some everyday products.
- I can describe where my money comes from eg earning, finding, borrowing, being given.



Citizenship: Living in the wider world

The areas below are non-statutory content but contribute to children's personal development, too:

British values:

- I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important.
- **Democracy:** I know what democracy means, and can describe examples of democracy in school and nationally.
- **Individual liberty:** I know that having rights comes with having responsibilities.
- **Individual liberty:** I know the importance of responsible behaviours and actions.
- **Respect and tolerance:** I'm aware of different groups and communities, and understand the importance of respecting these.
- **Respect and tolerance:** I listen to and consider the views of others and respond respectfully, even when I disagree.
- **Rule of law:** I know the importance of rules, and can imagine what life might be like without them.
- **Rule of law:** I can consider the impact on others of what is right and wrong, good and bad.

Protected characteristics:

- I can talk about protected characteristics.
- I know that it's important to treat everyone fairly.

Me and my money (this is one of four themed weeks):

- I can make spending choices based on my priorities, needs and wants.
- I know why people use current accounts and savings accounts.
- I know people can pay for things using cash or electronically.
- I know that sometimes people save money and can describe reasons why.
- I know that sometimes people borrow money (eg for a house) but they have to pay it back and this can have consequences such as getting into debt.
- I have an awareness of the price of some everyday products.
- I know there is a range of jobs – paid and unpaid.
- I understand that some people choose to donate to charity.

Citizenship: Living in the wider world

The areas below are non-statutory content but contribute to children's personal development, too:

British values:

- I can talk about British values.
- I can explain why British values (democracy, rule of law, individual liberty, tolerance and respect) are important and relevant.
- **Democracy:** I know that democracy is important, and the decisions I make should be careful and informed.
- **Democracy:** I know that democracy is precious, and can imagine what life might be like without it.
- **Individual liberty:** I know that having rights comes with having responsibilities and I consider this in different situations in society.
- **Individual liberty:** I am aware of a delicate balance between rights and responsibilities.
- **Respect and tolerance:** I respect and value equality and diversity in a diverse country.
- **Respect and tolerance:** I listen to and consider the views of others and articulate a well-thought-out response.
- **Rule of law:** I can consider what is right and wrong, good and bad, and how the decisions we make should be careful and informed.

Protected characteristics:

- I can explain why protected characteristics are important and relevant in a diverse society.
- I would be ready to question or challenge if I was aware of someone or a group being treated unfairly.

Me and my money (this is one of four themed weeks):

- I understand the importance of budgeting to help me stay in control of my money.
- I understand features of a bank account: balance, overdraft, interest.
- I know that interest may be added to money I save (benefits) and borrow (risks and consequences).
- I understand the difference between debit cards and credit cards.
- I can compare the price of products by checking the unit price.
- I know that the money people earn is taxed and what this tax is used is used for.
  I understand that people have different views and values about money and jobs.

Age-related expectations: **Living and learning (Online)**

These expectations derive from DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025) and Teaching Online Safety in Schools (DfE, 2023).

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 and awareness and Wellbeing online	**Online safety and awareness and Wellbeing online**	**Online safety and awareness and Wellbeing online**
Age restrictions ● I know that there are sometimes age restrictions online. **How content can be used and shared** ● I know that people need to be careful about what they put online. **Disinformation, misinformation and hoaxes** ● I know that some things online are not true. **Fakes, frauds and scams** ● I'm aware that some websites, profiles and emails are fake. **Passwords** ● I know that passwords are important. **Personal data** ● I know that I shouldn't share personal information online. **Persuasion** ● I can spot adverts online. **Unsafe communication** ● I know that I shouldn't communicate with people online unless I'm with a trusted adult. **Online vs. offline behaviours and relationships** ● I know that I should always be respectful, both offline and online. **Staying safe, happy and healthy online** ● I know differences between online and offline activity. ● I know the importance of a healthy balance between online and offline activity. ● I know how to seek help if I feel worried or concerned when I'm online. 	**Age restrictions** ● I know why some online activities like social media, games, apps have age restrictions. **How content can be used and shared** ● I know that we need to be careful about our digital footprint. **Disinformation, misinformation and hoaxes** ● I know that some things online may not be true, either deliberately or accidentally. **Fakes, frauds and scams** ● I'm ready to be suspicious of websites, profiles and emails in case they are fake. **Passwords** ● I know how to keep passwords safe and secure. **Personal data** ● I know it's important to check with a trusted adult before sharing personal information online. **Persuasion** ● I can spot adverts when online (eg on websites, in apps and in a search). **Unsafe communication** ● I know there are risks when communicating online and that I should check with a trusted adult before talking to others online. **Online vs. offline behaviours and relationships** ● I know some pros and cons of online and offline relationships. ● I know that I should always be respectful, both offline and online, including where people are anonymous. **Staying safe, happy and healthy online** ● I know some pros and cons of online activity. ● I know the importance of a healthy balance between online and offline activity. ● I am beginning to evaluate what I'm seeing and doing online and I know how to seek help if I feel worried or concerned.	**Age restrictions** ● I know that there is a minimum age for joining social media sites (currently 13) which protects children from inappropriate content or unsafe contact with older social media users. **How content can be used and shared** ● I know what happens to information, comments or images that are put online (referring to digital footprint). **Disinformation, misinformation and hoaxes** ● I'm ready to critically evaluate online information, including social media, knowing that some of it is wrong, misleading or exaggerated, either deliberately or accidentally. **Fakes, frauds and scams** ● I know that some websites, profiles and emails are fake and that their purpose may be to steal money, steal personal information or spread false or harmful information. **Passwords** ● I'm ready to be suspicious of password phishing. **Personal data** ● I know that I have rights to keep my personal information private and to choose who it is shared with. ● I know that privacy and location settings can protect my information online. **Persuasion** ● I know that lots of online activity is geared up to keep users online for longer than they planned to encourage users to spend money or generate advertising revenue. **Unsafe communication** ● I'm ready to use different ways to stay safe when communicating with others online, especially people I don't know. ● I know that people sometimes pretend to be someone else online or pretend to be a child and that this can lead to dangerous situations. **Online vs. offline behaviours and relationships** ● I can evaluate the pros and cons of online and offline relationships. ● I know the potential impact of bad online behaviour, including abuse, bullying and harassment, and that it's ok to step away or say no if feeling pressured by others. **Staying safe, happy and healthy online** ● I can evaluate pros and cons of online activity. ● I know the risks of excessive online time of my own and others' wellbeing, for example addictive gaming or social media. ● Using what I know about being online, I can critically evaluate what I'm seeing and doing online and I know how to seek help or report concerns if I feel worried or concerned.

Vocabulary: Living and learning (Online)

Vocabulary	Y1,2 definition	Y3,4 definition	Y5,6 definition
digital footprint	Information you leave behind when you use the internet.	The information and activities you leave online, like websites you visit, things you post and games you play.	The lasting record of your online activity, including posts, searches, comments and personal information that others may be able to find.
scam	A trick to steal your money or information.	A dishonest trick to get money, personal information or something valuable from someone.	A dishonest scheme designed to deceive people into giving away money, personal information or access to accounts.
misinformation	Information that is wrong, even if someone thinks it is true.	False or incorrect information that is shared without meaning to mislead people.	False or misleading information that is shared by mistake, without the intention to deceive others.
disinformation	Information that is made up to trick people.	False information that is shared on purpose to make people believe something that is not true.	False information that is deliberately created or shared to mislead, influence or deceive people.
influence	To change what someone thinks or does.	To affect the choices, opinions or actions of another person.	The ability to shape or change people's thoughts, opinions, decisions or behaviour.
consent	Saying "yes" when you are happy for something to happen.	Giving permission for something to happen after you understand what you are agreeing to.	Freely giving informed permission for something to happen, with the right to change your mind or say no at any time.
reliable	Something you can trust because it is usually right or works well.	Information or a person that can be trusted because it is accurate, honest or dependable.	Information, sources or people that are trustworthy because they are accurate, dependable and supported by evidence where appropriate.

Overview of our provision for teaching about Online Safety

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* (Department for Education, 2025).

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

Age restrictions	How content can be used and shared	Disinformation, misinformation and hoaxes	Fakes, frauds and scams	Passwords	Personal data	Persuasion	Unsafe communication	Online vs. offline behaviours and relationships	Staying safe, happy and healthy online

We cover the teaching of Online Safety in different ways at different times:

- On-going
- Acceptable use agreement
- Anti-bullying themed day
- Safer internet themed day
- Me and my money themed week
- Me and my communities themed week
- Staying safe themed week
- Being healthy themed week
- Living and learning Internet safety and harms
- Computing topic
- Reading and Writing

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)

Year 1,2	Age restrictions	How content can be used and shared	Disinformation, misinformation and hoaxes	Fakes, frauds and scams	Passwords	Personal data	Persuasion	Unsafe communication	Online vs. offline behaviours	Staying safe, happy and healthy online
Bold text: Key learning objective Non-bold: supplementary learning objective Grey block: key vocabulary	**I know that there are sometimes age restrictions online.** I know that some online activities have age restrictions because they have content which is not appropriate.	**I know that people need to be careful about what they put online.** I am beginning to understand what a digital footprint is. I know that I should ask for consent before taking photographs of other people.	**I know that some things online may not be true.** I know that what I read and see online may not be true. I know that people may share false information to trick people.	**I'm aware that some websites, profiles and emails are fake.** I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.	**I know that passwords are important.** I know that passwords are important and that we should keep them to ourselves.	**I know that I shouldn't share personal information online.** I know that I'm too young to share personal information (eg full name, address, school, age) online.	**I can spot adverts online.** I know that there are adverts online which, if clicked on, may take me away from what I'm looking at.	**I know that I shouldn't communicate with people online unless I'm with a trusted adult.** I am aware of the risks of online relationships with people I have never met.	**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 know differences between online and offline activity.** **I know the importance of a healthy balance between online and offline activity.** **I know how to seek help if I feel worried or concerned when I'm online.**
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement			✓		✓	✓			✓	
Me and my money week							✓✓			
Me and my communities week									✓	
Anti-bullying day									✓✓	
Safer internet day			✓✓			✓✓				
T2.1 L&L Online safety & awareness										✓✓
T2.1 L&L Online safety & awareness	✓✓				✓✓					
Computing topic			✓✓	✓✓						
Staying safe week		✓✓						✓✓		
Being healthy week										✓✓
Embedded into Reading / Writing									✓	✓

Year 3,4	Age restrictions	How content can be used and shared	Disinformation, misinformation and hoaxes	Fakes, frauds and scams	Passwords	Personal data	Persuasion	Unsafe communication	Online vs. offline behaviours	Staying safe, happy and healthy online
Bold text: Key learning objective Non-bold: supplementary learning objective Grey block: key vocabulary	**I know why some online activities like social media, games, apps have age restrictions.** I know why there are age restrictions eg on social media, computer games and online gaming. 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 know that we need to be careful about our digital footprint.** I understand the significance of my digital footprint and I think carefully about what I post online as it is difficult to remove. I know that I need to get consent before I post anything about another person (eg photos, videos).	**I know that some things online may not be true, either accidentally or deliberately.** I can critically consider what I read and see online. I know that some people or groups may mistakenly share false information (ie misinformation) or deliberately deceive (ie disinformation). I know that there can be serious consequences of sharing information that may not be true.	**I'm ready to be suspicious of websites, profiles and emails in case they are fake.** I know that fake websites and emails are sometimes used to get personal information, photos, money and other data. I know how to look out for fake websites and emails. I know that some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.	**I know how to keep passwords safe and secure.** I know that passwords are important, that we should keep them to ourselves and that others may try to trick you to reveal them. I can explain what is and isn't a secure password.	**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 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 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 can spot adverts when online (eg on websites, in apps and in a search).** I know that an online search may show a paid for result and/or adverts. I know that pop-up adverts may try to persuade me to buy something or download something. I know how to get rid of pop-up adverts. I know that notifications can persuade a user to go back online.	**I know there are risks when communicating online and that I should check with a trusted adult before talking to others online.** I know there are risks with giving out personal information (eg address, phone number, email address) to people you do not know or arranging to meet someone you have not met before. I know about consent online and can confidently say 'no' to both friends and strangers online.	**I know some pros and cons of online and offline relationships.** **I know that I should always be respectful, both offline and online, including where people are anonymous.** 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 online concerns. I know that people sometimes behave differently online, including by pretending to be someone they're not.	**I know some pros and cons of online activity.** **I know the importance of a healthy balance between online and offline activity.** **I am beginning to evaluate what I'm seeing and doing online and I know how to seek help if I feel worried or concerned.** I know the internet is a part of life and has many benefits. I know that I should limit online time. I know the impact of positive and negative content online (in terms of my own and others' mental and physical wellbeing).
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement	✓	✓	✓	✓	✓	✓			✓	
Me and my money week							✓✓			
Me and my communities			✓						✓	
Anti-bullying day		✓							✓✓	
Safer internet day			✓✓			✓✓				
T2.1 L&L Online safety & awareness										✓✓
T2.1 L&L Online safety & awareness	✓✓				✓✓					
Computing topic			✓✓	✓✓						
Staying safe week		✓✓						✓✓		
Being healthy week										✓✓
Embedded into Reading / Writing			✓				✓		✓	✓

Year 5,6	Age restrictions	How content can be used and shared	Disinformation, misinformation and hoaxes	Fakes, frauds and scams	Passwords	Personal data	Persuasion	Unsafe communication	Online vs. offline behaviours	Staying safe, happy and healthy online
Bold text: Key learning objective Non-bold: supplementary learning objective Grey block: key vocabulary	**I know that there is a minimum age for joining social media sites (currently 13) which protects children from inappropriate content or unsafe contact with older social media users.** I know that age verification exists and why sites may require a user to verify their age. I know that the age of digital consent is 13 and this is the age at which young people can agree to share information and sign up to social media without parental consent.	**I know what happens to information, comments or images that are put online (referring to digital footprint).** I know that online content is shared quickly and that this can be both positive and negative. 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 know that posting something about another person without their consent is wrong and can be damaging. I know how cookies work and that where possible you should only accept 'necessary cookies'.	**I'm ready to critically evaluate online information, including social media, knowing that some of it is wrong, misleading or exaggerated, either deliberately or accidentally.** I can critically consider sources of online information. I know that the viral nature of this sort of content can often appear to make it appear to be reliable but that this is why it's important to evaluate and check what is seen online. I know how to measure and check reliability online.	**I know that some websites, profiles and emails are fake and that their purpose may be to steal money, steal personal information or spread false or harmful information.** I know that phishing is a type of cyber attack where criminals send fake messages (emails, texts, calls) pretending to be a trusted source to trick people into giving out personal information. 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'm ready to be suspicious of password phishing.** I know that password phishing is the process by which people try to find out passwords so they can access protected content. I know what to do when a password is compromised or might be compromised.	**I know that I have rights to keep my personal information private and to choose who it is shared with.** **I know that privacy and location settings can protect my information online.** 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 know how to limit the data companies can gather, including paying attention to boxes they tick when playing a game, visiting a website or app for the first time. I know that privacy settings can control what personal information can be shared.	**I know that lots of online activity is geared up to keep users online for longer than they planned to encourage users to spend money or generate money from advertising.** I know that I may see adverts based on what I've been looking at online and that cookies help companies do this. I know that most 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 know what clickbait is and that it can be used to draw people onto their websites. I know that social media influencers are paid to influence the behaviour (often shopping habits) of their followers.	**I'm ready to use different ways to stay safe when communicating with others online, especially people I don't know.** **I know that people sometimes pretend to be someone else online or pretend to be a child and that this can lead to dangerous situations.** I can identify indicators or risk of unsafe communications (eg asking for personal information, encouraging secrecy from trusted adults, requesting photos, phishing or scam attempt)	**I can evaluate the pros and cons of online and offline relationships.** **I know the potential impact of bad online behaviour, including abuse, bullying and harassment, and that it's ok to step away or say no if feeling pressured by others.** I know how and why some people are unkind or hurtful online, when they may not be unkind face to face. I'm aware that some people feel pressure online to act in a harmful way. 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 can evaluate pros and cons of online activity.** **I know the risks of excessive online time of my own and others' wellbeing, for example addictive gaming or social media.** **Using what I know about being online, I can critically evaluate what I'm seeing and doing online and I know how to seek help or report concerns if I feel worried or concerned.** I can critically consider what I'm doing online, why I am doing it, and for how long (screen time). I know the risks of excessive time spent on electronic devices (eg physical inactivity, mental health). I know people often portray exaggerated picture of their lives and how this can lead to pressure, anxiety and other mental health issues.
On-going	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acceptable use agreement	✓	✓	✓	✓	✓	✓			✓	
Me and my money					✓	✓	✓✓			
Me and my communities			✓						✓	
Anti-bullying day		✓							✓✓	
Safer internet day			✓✓			✓✓				
T2.1 L&L Online safety & awareness										✓✓
T2.1 L&L Online safety & awareness	✓✓				✓✓					
Computing topic			✓✓	✓✓						
Staying safe		✓✓						✓✓		
Being healthy										✓✓
Embedded into Reading / Writing		✓	✓				✓			

Appendix: Our Personal Development diet

This ‘diet’ shows the variety of ways we promote personal development.

Activity and its key purpose	**Nursery** Scholes (Elmet) Primary and St James' CE Primary only	**Reception**	**Key Stage 1 (Y1 – Y2)**	**Key Stage 2 (Y3 – Y6)**
Weekly Living and Learning lesson to develop skills, knowledge and understanding of personal development learning	Living & Learning statement shared, if appropriate, usually in provision, weekly (6x sessions per half term) (following L&L EY sequence)	Living & Learning statement shared, weekly (6x sessions per half term) (following L&L EY sequence)	Up to 45 mins, weekly (6x sessions per half term) (following L&L long term plan)	Up to 45 mins, weekly (6x sessions per half term) (following L&L long term plan)
Feelings First to support social and emotional leaning	Feelings first vocabulary shared: six words across the year (following Feelings First sequence of feelings)	10 mins, 5/6 weekly sessions per half term (following Feelings First sequence of feelings)	Up to 10 mins, 5/6 weekly sessions per half term (following Feelings First sequence of feelings)	Up to 10 mins, 5/6 weekly sessions per half term (following Feelings First sequence of feelings)
Circle Times to provide a safe space to share feelings and concerns to demonstrate understanding of personal development to promote oracy		Up to 20 mins, weekly (6 sessions per half term) (following L&L EY long term plan: circle times; adapted to take account of class needs where needed)	Up to 45 mins, weekly (6 sessions per half term) (following L&L long term plan: circle times; adapted to take account of class needs where needed)	Up to 45 mins, weekly (6 sessions per half term) (following L&L long term plan: circle times; adapted to take account of class needs where needed)
Themed days and weeks to enhance specific personal development understanding through focussed learning and visitors		Reference is made to… **Annual** Anti-bullying day, Safer Internet Day **Cycle A** Me and my money; Staying safe **Cycle B** Me and my community; Being healthy (look to give clearer guidance to EY add to the day/week guide)	**Annual** Anti-bullying day, Safer Internet Day **Cycle A** Me and my money; Staying safe **Cycle B** Me and my community; Being healthy (off timetable day/week except Maths learning following the Themed day and weeks guide)	**Annual** Anti-bullying day, Safer Internet Day **Cycle A** Me and my money; Staying safe **Cycle B** Me and my community; Being healthy (off timetable day/week except Maths learning following the Themed day and weeks guide)
Wider curriculum to act as a stimulus for and consolidate personal development learning to make real life links	Prime area of PSED (links are made using reading texts (voting texts) and support in provision)	Prime area of PSED (links are made using reading texts (voting texts) and support in provision)	inc Computing, Reading, Writing, PE, Philosophy Friday… (links are made using reading texts, personal development themes as writing stimulus, specific online safety learning in computing and other links when appropriate)	inc Computing, Reading, Writing, PE, Philosophy Friday… (links are made using reading texts, personal development themes as writing stimulus, specific online safety learning in computing and other links when appropriate)

On-going references and modelling to reinforce and demonstrate using and applying	Regular references and modelling as part of being a happy and healthy school (PSED AREs including good hygiene, school rules, healthy relationships, being respectful)	Regular references and modelling as part of being a happy and healthy school (PSED AREs including good hygiene, school rules, healthy relationships, being respectful)	Regular references and modelling as part of being a happy and healthy school (eg 8Rs for learning, good hygiene, school rules, healthy relationships, being respectful)	Regular references and modelling as part of being a happy and healthy school (eg 8Rs for learning, good hygiene, school rules, healthy relationships, being respectful)
Assemblies / Collective worship to reflect on and discuss aspects of personal development		May attend whole school assemblies/worships, depending on needs of cohort	**Moortown & Scholes (Elmet):** Monday: 20 mins L&L (following L&L long term plan: weekly statements) Tuesday: 10 mins News day or Views day (some links to personal development) Friday: 30 mins Celebration of L&L skills (following L&L long term plan: weekly statements) **St James'** Monday: L&L Tuesday: Tuesday News/Views day Wednesday: Christian values Thursday: Bible story Friday: Achieve and Believe Celebration	**Moortown & Scholes (Elmet):** Monday: 20 mins L&L (following L&L long term plan: weekly statements) Tuesday: 10 mins News day or Views day (some links to personal development) Friday: 30 mins Celebration of L&L skills (following L&L long term plan: weekly statements) **St James'** Monday: L&L Tuesday: Tuesday News/Views day Wednesday: Christian values Thursday: Bible story Friday: Achieve and Believe Celebration
Living and Learning homework tasks to encourage families to engage with learning at home, providing opportunities for more personalised talk and reflection		EY teachers include references to PSED in Class News	Weekly as part of the homework (following L&L long term plan weekly statements plus additional personal development themed talk time homework activities eg definition of bullying)	Weekly as part of the homework (following L&L long term plan weekly statements plus additional personal development themed talk time homework activities eg definition of bullying)

Appendix: Long-term plans (EYFS)

Nursery age-related expectations N1 (Select and use activities and resources) and N5 (Play with one or more other children, extending and elaborating play ideas) are taught continually as part of the provision in the classrooms.
Reception R13+ (additional or explicit learning objective) (I know at least three emergency services.) is taught during themed weeks ('Me and My Communities' and 'Staying Safe')
All other PSED age-related expectations (both derived from Development Matters and our own additional or explicit learning) feature across the whole-school Living and Learning long-term plans set out below. This helps to ensure that children reach their full potential and are ready to progress into Key Stages 1 and 2.

Autumn 1	Focus of the week	Age-related expectations
Week 1	**(transition)**	**N3** Become more outgoing with unfamiliar people, in the safe context of their setting. **N4** Show more confidence in new social situations. **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. **N10** Talk with others to solve conflicts. **N11** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **N12** Understand gradually how others might be feeling. **N2+** I can be a caring friend. **R1** See themselves as a valuable individual. R2 Build constructive and respectful relationships. **R3** Express their feelings and consider the feelings of others. **R4** Show resilience and perseverance in the face of challenge. **R5** Identify and moderate their own feelings socially and emotionally. **R6** Think about the perspectives of others. **R2+** I can be a caring friend in different situations.
Week 2	**(transition)**	
Week 3	**I know what makes me special.**	
Week 4	**I can take turns.**	
Week 5	**I can share.**	
Week 6	**I am a good listener.** *(inc taking turns when speaking)*	
Week 7	**I am a good friend.** *(revisit previous learning)*	

Autumn 2	Focus of the week	Age-related expectations
Week 1	**I know what democracy is.** *(introduce book voting if haven't already, or refer to it as an example)* **Me and My Money themed week (Cycle A)** **or** **Me and My Communities themed week (Cycle B)** *(include ARE PSED R13+)*	**N7** Increasingly follow rules, understanding why they are important. **N8** Remember rules without needing an adult to be present. **N9** Develop appropriate ways of being assertive. **N10** Talk with others to solve conflicts. **N4+** I'm beginning to recognise some risks in a place or activity and act accordingly. **N3+** I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye). **N** additional non-statutory content: democracy **R2** Build constructive and respectful relationships. **R3** Express their feelings and consider the feelings of others. **R3+** I can show good manners (eg greeting, saying please and thank you and saying goodbye). **R4+** I can carry out a simple risk assessment before play situations. **R** additional non-statutory content: democracy
Week 2	**I follow our school rules: We're ready.**	
Week 3	**I follow our school rules: We're respectful.** *(refer to people and objects)*	
Week 4	**I follow our school rules: We're safe.** *(include PANTS NSPCC)*	
Week 5	**I know what a safe and unsafe risk is.** *(introduce outdoor risk assessment this week)*	
Week 6	**I follow our school rules.** *(revisit previous learning).*	

Spring 1	Focus of the week	Age-related expectations
Week 1	**I respect myself.**	**N3** Become more outgoing with unfamiliar people, in the safe context of their setting. **N4** Show more confidence in new social situations. **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. **N10** Talk with others to solve conflicts. **N11** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **N12** Understand gradually how others might be feeling. **N1+** I know that families sometimes look different from my own family. **N2+** I can be a caring friend. **N3+** I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye). **R2** Build constructive and respectful relationships. **R3** Express their feelings and consider the feelings of others. **R4** Show resilience and perseverance in the face of challenge. **R5** Identify and moderate their own feelings socially and emotionally. **R6** Think about the perspectives of others. **R1+** I can describe ways that families are different from my own family. **R2+** I can be a caring friend in different situations. **R3+** I can show good manners (eg greeting, saying please and thank you and saying goodbye).
Week 2	**I respect others.** *(include personal space)*	
Week 3	**I use good manners.**	
Week 4	**I respect that we're all the same and different.**	
Week 5	**I know the importance of consent.** *(include PANTS NSPCC).*	
Week 6	**I know the ingredients of a happy and healthy relationship.** *(revisit previous learning)*	

Spring 2	Focus of the week	Age-related expectations
Week 1	**I can name some emotions.**	**N2** Develop their sense of responsibility and membership of a community. **N11** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **N12** Understand gradually how others might be feeling. **N5+** I can recognise when I'm feeling happy, sad, angry and worried. **R3** Express their feelings and consider the feelings of others. **R5** Identify and moderate their own feelings socially and emotionally. **R6** Think about the perspectives of others. **R8** Know and talk about the different factors that support their overall health and 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.
Week 2	**I can say how I feel.**	
Week 3	**I know how emotions can feel in my body.**	
Week 4	**I know emotions can change what I do.**	
Week 5	**I know what I can do to regulate my feelings.**	
Week 6	**I know there are good choices and bad choices.** *(in relation to emotion responses – revisit above learning).* *(include PANTS NSPCC)*	

Summer 1	Focus of the week	Age-related expectations
Week 1	**I know the importance of washing my hands and brushing my teeth.**	**N13** Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly. **N14** Make healthy choices about food, drink, activity and toothbrushing. **N7+** I know being active is good for me. **N8+** I can name some healthy foods. **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. **N6+** I know that I must seek permission from a trusted adult before using technology. **N9+** I know I must only take medicines when an adult is with me. **N12+** I know that if I hurt myself, I must seek help. **R7** Manage their own needs (personal hygiene). **R8** Know and talk about the different factors that support their overall health and 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. **R8+** I know that that there needs to be a balance between resting and being active. **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). **R7+** So that I'm safe, I know I must seek permission from a trusted adult before using technology. **R11+** I know I must only take medicines when an adult is with me. **R12+** I know that if I hurt myself, I must seek help.
Week 2	**I know the importance of sleep.**	
Week 3	**I know the importance of exercise.**	
Week 4	**I know the importance of healthy eating.**	
Week 5	**I know how to keep safe when using technology.** *(time on technology, mental health, as well as online safety)* *(include PANTS NSPCC)*	
Week 6	**I can say three things I can do to be happy and healthy.** *(revisit previous learning)*	

Summer 2	Focus of the week	Age-related expectations
Week 1	**I can say how I feel.**	**N3** Become more outgoing with unfamiliar people, in the safe context of their setting. **N4** Show more confidence in new social situations. **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. **N9** Develop appropriate ways of being assertive. **N10** Talk with others to solve conflicts. **N11** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **N12** Understand gradually how others might be feeling. **N2+** I can be a caring friend. **N3+** I'm beginning to show good manners (eg greeting, saying please and thank you and saying goodbye) **N5+** I can recognise when I'm feeling happy, sad, angry and worried. **R1** See themselves as a valuable individual. **R2** Build constructive and respectful relationships. **R3** Express their feelings and consider the feelings of others. **R5** Identify and moderate their own feelings socially and emotionally. **R6** Think about the perspectives of others. **R7** Manage their own needs (personal hygiene). **R8** Know and talk about the different factors that support their overall health and wellbeing. **R2+** I can be a caring friend in different situations. **R3+** I can show good manners
Week 2	**I know there are good choices and bad choices.** *(in relation to emotion responses)*	
Week 3	**I am aware of other people's emotions.** *(inc body language and facial expression)*	
Week 4	**I know what STOP means.**	
Week 5	**I can think about other people's thoughts, feelings and ideas.**	
Week 6	**I can think about my emotions and the emotions of others.** *(rev previous learning) (inc PANTS NSPCC)* **Staying Safe themed week (Cycle A)** *(include ARE PSED R13+)* **or** **Being Healthy themed week (Cycle B)**	