NURSERY

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	1. That families are important for children growing up safe and happy because they can provide love, security and stability.	Who is in my family?	So Much	I can name people in my family	Family Book in home corner Drawing family Singing family songs
	2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	How do we play?	That's Mine! by Sumana Seeboruth	I can say how we play together	Adults modelling play Discussing expectations
	4. The 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.				
	5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	What do I say?	Words are not for hurting	I can use kind words to my friends	Toys acting out scenes Modelling expectations
	6. How to manage conflict, and that resorting to violence is never right.	How do we use our hands?	Hands are not for hitting Martine Agasso	I can say a use for my hands	Discussion in play Toys acting out scenes

3 Respectful Kind	3 Respectful Kind Relationships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	How can I speak nicely?	Voices are not for yelling	I can use a calm voice	Expectations Talk time guidelines
	11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	How can I be kinder?	I Use Kind Words. I Do Not Hit!	I can use kind words	People who help us topic – visitors Adults modelling asking for help

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	How can I stay active?	Get up and Go!, Nancy L. Carlson	I can name something active to do/play	Discussion in PE sessions Breathing techniques Yoga
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	How does happy feel?	Sometimes I Feel Sunny	I can show how happy feels	Wellcomm activities Feelings chart
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	What else can we play?	Screen time is not forever	I can name something to play that isn't online	Talk time – what makes me healthy

	8 Physical Health and Fitness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	1. The characteristics and mental and physical benefits of an active lifestyle.	How can I stay active?	Get up and Go!, Nancy L. Carlson	I can name something active to do/play	Discussion in PE sessions Breathing techniques Yoga Impact on body

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	3. The principles of planning and preparing a range of healthy meals.	What can we eat?	Too Green! Sumana Seeboruth	I can name a healthy food	Making a fruit salad, stir fry

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Nursery			
	3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Why do we need sleep?	Charlie + Lola, I'm not sleepy	I can say 1 reason I need sleep	Talk time – what makes me healthhy
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Should we wash our hands?	Germs Are Not for Sharing	I can show how to wash my hands	Modelling of hand washing before cooking activities, after messy activities, after using the toilet etc.

RECEPTION

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
Families and People Who Care	1. That families are important for children growing up safe and happy because they can provide love, security and stability.	What does family need?	Our Class is a Family	I can name 1 thing families need	Discussions / modelling, provision activities and talk time Drawing families About me conversations Family celebrations Look at family photos
	2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				
	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.				
	5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	What's a wedding?	The Scarecrow Wedding	I can explain that a wedding is where 2 people get married	Look at wedding photos from different cultures

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
2 Caring Friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	How do we share?	Bear's Don't Share	I can give rules for sharing	Discussions / modelling, provision activities and talk time PE and games Small group activities and interventions Turn taking in lessons e.g. partner work in maths
	2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.				
	5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	How do we treat our friends?	You poked my heart	I can talk about how I treat my friends	Discussions / modelling, provision activities and talk time Friendship circle Celebrating good friendships Adult's highlighting when it goes well
	6. How to manage conflict, and that resorting to violence is never right.				
	7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.				

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
3 Respectful Kind	3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Why should I share it?	Not fair, won't share – Sue Graves	I can say how I can share	Discussions / modelling, provision activities and talk time
	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	How can we fix things?	Mind your manners	I can say sorry	Discussions / modelling, provision activities and talk time
	7. The conventions of courtesy and manners.				

	5 Being Safe	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
5 Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	What is a boundary?	Don't Hug Doug (He Doesn't Like It)	I can say what I like to share	Discussions / modelling, provision activities and talk time Likes and dislikes Modelling of language
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	How can I keep my body safe?	Pantosaurus and the Power of Pants	I can say that my pants are private	Discussions / modelling, provision activities and talk time Pantasaurus Song Toilet expectations

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What does sad look like?	When sadness comes to call	I can show the difference between happy and sad	Discussions / modelling, provision activities and talk time Colour monster book links Feelings discussions Sorting pictures of emotions, making emotion faces etc.
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
7 Wellbeing	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	What happens online?	Once upon a time online	I can name a good use of the internet	Discussions / modelling, provision activities and talk time Online things they can do e.g. class dojo, RWI etc.

	8 Physical Health and Fitness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
8 Physical	1. The characteristics and mental and physical benefits of an active lifestyle.	Is moving good for me?	All the Wonderful Ways to Move	I show ways to keep healthy	Discussions / modelling, provision activities and talk time PE session discussions Walking WOW tracker
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				
	3. The risks associated with an inactive lifestyle, including obesity.				

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
9 Healthy	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	What foods are good for us?	Oliver's fruit salad	I can name a healthy food	Discussions / modelling, provision activities and talk time Lunch time modelling, discussion, etc.
	2. Understanding the importance of a healthy relationship with food.				

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Reception			
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	How do I keep my teeth healthy?	I want my tooth – Tony Ross	I can talk about why I brush my teeth	Discussions / modelling, provision activities and talk time Cleaning 'teeth' activities (borrow mouth models from Y4)

YEAR 1

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
Families and People Who Care	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Do all families look the same?	Love is a Family	I can name on similarity and one difference between two families	Draw a family picture and share with the class Explore different families and what they look like e.g. 2 mums and 1 child, 1 dad and 1 child
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Are families always happy?	Mum and Dad glue	I can describe how families help people feel safe and happy.	5 reasons why I love _____

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
2 Caring	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	How do we include people?	This Tree's Just for Me	I can name a friend and describe what makes someone a good friend.	Draw a friend and write their good qualities Create a big class tree and the children draw themselves and add them – all on one tree but also draw lines to all their friends etc.

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
3 Respectful Kind	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners.	How do we say sorry?	How to Apologise	I can explain how you say sorry	Look at ways to show you're sorry scenario cards and choose favourites
	11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	What happens when I'm annoyed?	Sometimes I Am Angry	I can recognise signs someone is angry	Who can help activity Look at calming strategies, learn some ideas and techniques

	4 Online Safety and Awareness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
	2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. 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, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	What should I do online?	Chicken Clicking	I can name safe ways to interaction online	Sort safe and unsafe online situations Create a poster for online safety

	5 Being Safe	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
5 Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	How can I stop it?	No Means No	I can say boundaries I have (at home and school)	Sort into 'I like' and 'I don't like' (including things like hugs etc) Draw a picture of the people they would talk to

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What does happy look like?	Feel Your Happy Emily Coxhead	I can talk about the difference between happy and sad	I can sort into happy and sad (faces, body language, activity) Draw their face for different emotions and what makes them feel happy, sad etc.
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				
	6. That isolation and loneliness can affect children, and the benefits of seeking support.	What happens when you're alone?	Hugless Douglas	I know who I can talk to when I feel lonely	Naming supportive friends/ adults
	10.That it is common to experience mental health problems, and early support can help.	Who can help?	Colour Monster Doctor	I understand that asking for help is important	Name people to talk to in school if worried about feelings Make an emoji fan for them to display how they're feeling e.g. shows happy when you're happy, sad when you're sad etc.

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Can I go online instead of talking?	Old macdonald had a phone	I can name people I would talk to online (incl. email, call, message etc)	Looking at online chats in games – are we allowed? – who should we chat to?

	8 Physical Health and Fitness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	How can I keep healthy?	You and your body	I can name ways to keep healthy	Coming up with healthy things to do during their day (e.g. walk at lunch, play tag at break etc) A poster on how to keep healthy

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
9 Healthy	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	What is a healthy diet?	Kitchen Disco	I can say which foods I can have lots of, and which I can have a few of	Food pie chart – put foods into the spaces
	2. Understanding the importance of a healthy relationship with food.				
	3. The principles of planning and preparing a range of healthy meals.				

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	What should I do when it's sunny?	George the Sun Safe Superstar	I can name 3 ways to stay safe in the sun	Dress a teddy for summer and winter Pack a suitcase for a hot place and a cold place

	13 Basic First Aid	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
13 Basic	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Who do we call for help?	You can't call an elephant in an emergency	I can say we call 999	Who to call looking at police vs fire vs ambulance Visitor from police, fire etc.

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 1			
Protected	Race	What is race?	Skin Again	I know my own race	Looking at differences between them and another person Paperchain dolls showing different races

YEAR 2

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	What is important for a family to have?	A family is a family is a family	I can name 3 things that important for families to have	Bring a family photo and create a class book of families with descriptions Draw your family
	4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	What does lonely mean?	Lost and Found	I can talk about how they feel when they are with friends or when they feel lonely	What to do when you're lonely – steps to take role play
	4. The 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.	How do we fix it when it goes wrong?	The Steves	I can explain what an apology is and when I would make one	Act out scenes from the book and add apologies where needed
	5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.				
	6. How to manage conflict, and that resorting to violence is never right.				

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
3 Respectful Kind Relationships	2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Do I have to say yes?	My Body Belongs To Me: From My Head, To My Toes	I can say what I like and don't like	Likes and dislikes activity sorting Visual to show certain children like some things and others don't (hands up or move from like to dislike for items) Look at how to say 'no' and what we might say no to (e.g. eating broccoli when you hate it or having milk when you're allergic etc)
	10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Does everybody like the same things?	Except when they don't	I can say how someone else is different	Comparison of likes and dislikes within the class Create a class bar chart to show likes/dislikes

	4 Online Safety and Awareness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
4 Online Safety and	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Can I still be kind online?	Digiducks big decision	I can understand that online and face-to-face are different	Compare online and face-to-face similarities and differences
	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				
	5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				

	5 Being Safe	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Are secrets always safe?	I've Got a Secret (Big Concepts for Little Ones)	I know that I shouldn't keep every secret	Sorting safe and unsafe secrets
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Who is in charge of me?	My Body Belongs To Me: From My Head, To My Toes	I can identify safe, unsafe, and inappropriate touch	Body map – safe vs unsafe

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What does anger look like?	I Hate everything	I can explain what makes me angry	Looking at strategies to calm down Learn and follow some relaxation breathing techniques
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Is it too much time online?	Websters manners	I can discuss positive and negative aspects of using the internet	Sort scenarios into a positive and negative impact of online How would it make me feel if.. activity
	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Are they who they say they are online?	Penguin Pig	I know who to go to when there is something online that I am unsure about	Who to talk to about online issues Trusted sources Who to go to help How to check information
	9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.				
	11. Where and how to report concerns and get support with issues online.				

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	What happens if I don't stop?	I Want More--How to Know When I've Had Enough	I can say how too much food makes people feel	Draw/write results of eating too much sugars, fats, etc.

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	How do we stop the spread?	I know how we fight germs	I can name 3 ways to reduce the spread of infections	Poster of hand washing Write instructions on how to wash hands

	12 Personal Safety	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	How can we stay safe?	This Is How We Stay Safe: For Little Kids Going To Big School	I can name ways to keep safe	Finish the safety sentence Create a safety poster Look at the images of different scenarios -safe or not

	13 Basic First Aid	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	How do we help injuries?	Zog	I can say some basic first aid strategies	Look at injury cartoons and say what we could do to help e.g. cartoon of cut on arm, and plaster matching ideas

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 2			
	Religion/Belief	What is religion/belief?	The Boldest Blue	I know my religion/belief and can compare it	Draw/write about their own religion and compare across class

YEAR 3

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	How can families change?	When You Joined Our Family Harriet Evans & Nia Tudor	I can explain how families might be different	Family Tree What you do as a family Matching families
	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.				
	4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	How else can families change? Is it always happy?	Everything Changes Åsa Gilland	I can give example of how and where to seek help	Using the book, graph of feelings and advice to the girl in the book

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Should we have just one best friend?	A better best friend	I can say why someone might be lonely	All about me (web) Visit old home loneliness
	7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Is everyone friends?	Duck and Penguin Are Not Friends by Julia Woolf	I can explain when friendships aren't okay	Sort activities into good friend and not good friend

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
3 Respectful Kind	Statutory Curriculum Content	Year 3			
	2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Can I stop it?	Miles is the Boss of His Body	I can explain what my boundaries are	Sort cards into: friends, staff, family and no-one e.g. give me hugs, high 5s etc.
	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	How can I help myself and others?	Mavis the bravest	I can explain what I do when I witness bullying	Who I would tell in different bullying scenario Definition of bulling Discussing the aim of childline etc.
	11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.				

	4 Online Safety and Awareness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Is everything online true?	Webster's friend	I know not everything online is true	Diane's booklet Case studies to unpick where it went wrong
	3. 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, who may be strangers, including other children and adults.				
	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				

	5 Being Safe	Question	Book	Statement	Activity
5 Being Safe	Statutory Curriculum Content	Year 3			
	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Can I say no to anyone?	Miles is the boss of his body	I can respect others' boundaries	Boundary writing list: my own boundaries + share Zone of relevance
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				
	5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	What is trust?	Little Red Riding Hood	I can name at least three signs that a person may be trustworthy.	Adults I trust (home, school and community e.g. police, doctor, shop worker etc)

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	What does fear look like?	The king who banned the dark	I can identify and describe a range of emotions	Looking at a range of emotions + actions linked
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				
	9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	How do I get help?	Your Mind is Like the Sky	I know how to seek support and recognise when I should get help	Mental health support for themselves and others – looking at options including staff and online

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	How should I use the internet?	The internet is like a puddle	Identify risks online and say why there are age restrictions	Look at online games and activities and find age ratings (e.g. roblox, fortnite, snapchat, online gambling, black ops, COD, GTA etc) Design an information poster/workshop to/for parents
	5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				
	6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
	7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				
	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				
	11. Where and how to report concerns and get support with issues online.				

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
9	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	What is the healthier option?	Which food will you choose?	I can find a healthier alternative	Food swaps Design a meal including healthier choices

	12 Personal Safety	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
12	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	What's the risk?	Not Lost	I can explain the hazard and risk of it	I can match a hazard and risk e.g. fire and burnt hand, road and injury
	2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 3			
	Disability	What is disability?	Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor	I can explain what a disability is	Compare visible and invisible disabilities

Year 4

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	What makes a safe and happy family?	In every house, on every street	I can explain why caring relationships are important for children's wellbeing	Create a street and draw inside houses

	Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	4. The 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.	What makes a true friend?	The chicken nugget	I can give examples of my friends showing: mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust	Mind map – what makes a true friend
	5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	How do we repair friendships?	The Squirrels Who Squabbled	I can explain how to repair a friendship	Scenarios – suggest how we can compromise or apologise Agony aunt style activity – write a reply to a probelm

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
3 Respectful Kind Relationships	Statutory Curriculum Content	Year 4			
	3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	What happens when I feel betrayed?	The bear, the piano, the dog and fiddle	I can explain why someone would feel betrayed	Emotion graph of a character from the story
	5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Should I judge them for being different?	You're called what?	I can explain what respect is and how I show it?	Respectful vs disrespectful scenarios Role play acting out scenarios Ways to show respect
	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	What is a stereotype?	I'm a girl	I can explain what a stereotype is and why they can be harmful	Guessing job roles of range of people from photographs Opposite of a sterotype

	4 Online Safety and Awareness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	What happens when I share online?	#Goldilicks	I know what to share or not share online	Sort scenarios / cards into "safe to share" or "keep private"
	5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				
	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.				

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	How does it feel?	My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings	I can use varied and precise vocabulary to discuss feelings	Compare emotions (e.g. shock and surprise)
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.				
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.				
	8. 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.	What happens when we miss them?	Invisible String	I know that chance and loss can provoke a range of feelings	Feelings map and links e.g. sad they're gone, happy that they were good
	10.That it is common to experience mental health problems, and early support can help.	What is anxiety?	The pain in my chest	I can explain what anxiety is and how it is different to worry	**Anxiety vs fear/ worry sorting**

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	What happens at the dentist?	Don't scare the dentist	I can explain how I keep my teeth healthy	Explain benefits of oral hygiene Design a poster Come and teach/explain to EYFS
	6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	What are vaccines?	Baby medical – vaccines	I know that vaccinations stop diseases from spreading	Look at vaccine years and when they might have had or may have them

	13 Basic First Aid	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	How can I do first aid?	Nurse Bear Does First Aid	I can name how and why	Scenarios and first aid solutions

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 4			
	Age	What are the laws about 'age'? How can your 'age' change how you're treated?	Go, Grandpa, Go! by Lynn Plourde	I know how the law protects age, and where it is necessary	Look at laws regarding ages and write/explain the purpose e.g. why can't children drive
	Sex	What are the laws about 'sex'? How does your 'sex' change how you're treated?	pink is for boys by robb pearlman	I can explain a protected characteristic and how they're protected	Look at challenging gender stereotypes with toys and clothes

Year 5

	Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	What is a relationship commitment?	Big Book of Families	I can explain what marriage and civil partnerships are and why they are important for some people	Wanted poster for a good friend Recipe/ingredients for a healthy respectful relationship/marriage
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Can family make you sad?	Not Now Bernard	I can recognise signs that a relationship is unhappy or unsafe and name 1 way of seeking help or advice	Comic strip of book and label emotions

	2 Caring Friendships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Does everyone have friends?	The Rainbow Fish	I can explain why people have friends and when someone might feel lonely	Agony aunt letter reply to friend related problems

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
3 Respectful Kind	Statutory Curriculum Content	Year 5			
	4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	How do we balance helping ourselves and others?	The boy with flowers in his hair	I can explain how the difference between being kind to other people and neglecting your own needs	Balance diagram on “for me” and “for others” trying to have roughly equal

	4 Online Safety and Awareness	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
4 Online Safety and	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	How do I treat people online?	Troll Stinks	I can name rules for staying safe online and strategies for avoiding peer pressure	Rules for online behaviour and who you would go to for each scenario
	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.				

	5 Being Safe	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Who do I trust?	The Cave	I know who I can’t trust and why	“red flag” “green flag” sorting with people scenarios “keeps a promise”, “asks you to keep a secret from your parent”, “listens when you say stop”, and “tries to make you feel guilty for saying no”.

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	8. 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.	What is loss like?	Grandad’s island	I know that grief is a natural response to bereavement	Look at feelings chart from the book Explore the different ways people deal with and respond to loss

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
7 Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Can I do anything online?	The technology tail	I can explain reasons for age restrictions on games, apps and websites	Look at apps age ratings and find reasons why it's the age given based on criteria
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
	11. Where and how to report concerns and get support with issues online.				

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
9 Healthy	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	How does food impact us?	Food fight	I can explain why food makes a difference	Plan 3 balanced meals for a day that they would eat
	3. The principles of planning and preparing a range of healthy meals.				
	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Do we need sleep?	Why Do We Sleep?: The Science of Snooze	I can name practical steps for improving sleep and impact of poor sleep on health	Good vs bad sleep habits

	13 Basic First Aid	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
13 Basic	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	What should I do when it goes wrong?	Bystander Effect Q and Book	I can explain how make a call to 999 and what information to pass on	make a script - What information to pass on when you ring 999 for different emergencies

	14 Developing Bodies	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
14 Developing Bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process	How do people change?	Tad	I can explain discuss the human life cycle	Human life cycle and labelling details e.g. puberty changes noted
	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	How much of my body do I know?	Me & My Amazing Body	I can name my body parts and explain which are private	Label a body with every body part they know the name of (scientific name ideally) Note/mark for private parts
	3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	What is the menstrual cycle?	Growing Up My Period: A Step-By-Step-Guide by Marissa E. Bruce	I can explain the menstrual cycle	Period cycle - boys Girls – compare period products (pads, tampons, knickers)

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 5			
	Marriage	What are the laws about 'marriage'? How does 'marriage' change how you're treated?	Grandma's Wedding Album	I can explain some protected characteristics and how they're protected	Compare and contrast civil partnerships vs marriages

Year 6

	1 Families and People Who Care for Me	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	What difficult times might families experience?	It's a No Money Day	I can explain how families can commitment to each other including in times of difficulty	Scenarios linking with budgeting – making a food shop fo £x, what to buy in times of need Recognising and discussion around difficult times that might then lead to happier ones e.g. divorce
	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	How do different families show love and care?	Tango Makes Three	I can describe and respect a range of family structures	Problem Solving Role Play Pictures of their family bring in and have respectful discussions

	3 Respectful Kind Relationships	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Do others need the same as me?	Do Something for Someone Else	I can discuss how we balance the needs and wishes of different people in relationships and why this can be complicated	Other Peoples' Feelings: Thought Cards Poetry of a good friend
	5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	What does respect mean and how do we show it?	Same but different	I can explain the importance of respecting others, including those who are different	Showing respect worksheet Celebrating differences
	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	What should I do when I see bullying?	I Choose to Speak Up	I can explain the impact of bullying and the responsibilities of bystanders	Guided discussion to share experiences Step by step guide on what to do Anti-bullying poster
	11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.				

	5 Being Safe	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	How do I speak out?	My Body What I Say Goes! by Jayneen Sanders	I can name ways I can report abuse, concerns, or unsafe situations (school + who, police, doctors, other avenues)	Agony Aunt – respond to situations and suggest ways to ask for advice or help for themselves or others,
	7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.				

	6 General Wellbeing	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	8. 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.	What happens when we lose someone?	The heart and the bottle	I know that grief is a natural response and everyone grieves differently	Look at the stages of grief Circle time – own experiences
	9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	What happens with mental health?	Silly Billy	I can name what supports mental health and where to get more support	Look at mental health supports that are preventative and specific (school, charities) Make a toolkit for themselves
	10.That it is common to experience mental health problems, and early support can help.				

	7 Wellbeing Online	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	How long should we go online for?	Unplugged	I can understand why online relationships are not a substitute for high quality in-person relationships	Compare online vs in person relationships (e.g. tone of voice, facial expressions)
	3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				

	9 Healthy Eating	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Does what you eat and do change you?	You are what you eat	I can name consequences of poor health choices	Look at health risks of unhealthy eating and other behaviours – matching behaviour and outcomes

	10 Drugs, alcohol, tobacco and vaping	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	How do drugs, alcohol and tobacco impact people?	Zeeko: The Bunny Who lost His Way	I know the law about and risks associated with substances	Look at risks associated with smoking, vaping etc. – research project

	11 Health protection and prevention	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
11 Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	How do I keep my body safe?	Grow Strong	I can explain ways of keeping my body safe	Each table to have one of the categories and mind map about it and benefits/risks and helps then compare Poster to laminate Design an outfit Practical sessions on handwashing, teethbrushing etc.
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				
	3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.				
	6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				

	14 Developing Bodies	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
14 Developing Bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process	What happens in puberty?	How Will I Grow by Mick Manning	I can compare male and female puberty	List / compare differences between boys and girls
	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	What do I know about my body?	My Body What I Say Goes! by Jayneen Sanders	I know that parts of my body are private and can explain what that means	Give each pair a set of short scenario cards, for example: “A doctor checks a child with a parent present”, “Someone tries to look under clothing”, “A young child asks for help washing after sport”, “A parent helps a younger child use the bathroom”.

	Protected Characteristics	Question	Book	Statement	Activity
	Statutory Curriculum Content	Year 6			
	Sexual Orientation	What are the laws about ‘sexual orientation’? How does ‘sexual orientation’ change how you’re treated?	Heather has 2 mommies (First published in 1989)	I can explain a protected characteristic and explain why and how they’re protected	Timeline - how and when did the law change regarding sexual orientation fact and fiction sorting