Foundation stage:

Relationships:

My Family and Friends
• Who are my special people and why are they special to me?
• Who is my family and how do we care for each other?
• What is a friend?
• How can I be a good friend?
• How do I make new friends?
• How can I make up with friends when I have fallen out with them?
• How does what I do affect others?
• Do I know what to do if someone is unkind to me?

Beginning and Belonging
• How am I special and what is special about other people in my class?
• What have I learnt to do and what would I like to learn next?
• How do we welcome new people to our class?
• What can I do to make the classroom a safe and happy place?
• How can I play and work well with others?
• How can I respect the needs of others?
• How does my behaviour make other people feel?

Health:

My Body and Growing Up
• What does my body look like?
• How has my body changed as it has grown?
• What can my body do?
• What differences and similarities are there between our bodies?
• How can I look after my body and keep it clean?
• How am I learning to take care of myself and what do I still need help with?
• Who are the members of my family and trusted people who look after me?
• How do I feel about growing up?

Keeping Safe
• What do I think I have to keep safe from?
• How do I know if something is safe or unsafe?
• Do I understand simple safety rules for when I am at home, at school and when I am out and about?
• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
• Can I ask for help and tell people who care for me if I am worried or upset?
• Who are the people who help to keep me safe?
• What goes on to and into my body and who puts it there?
• Why do people use medicines?
• What are the safety rules relating to medicines and who helps me with these?

Healthy Lifestyles
• What things can I do when I feel good and healthy?
• What can't I do when I am feeling ill or not so healthy?
• What can I do to help keep my body healthy?
• Do I understand why food and drink are good for us?
• Do I understand what exercise is and why it is good for us?
• Do I understand why rest and sleep are good for us?

Year one and two:

Relationships:

Beginning and Belonging
• Do I understand simple ways to make sure my school is a safe, happy place?
• How can I get to know the people in my class?
• How can I make someone feel welcome in class?
• What helps me manage in new situations?
• Who can help me at home and at school?

Family and Friends
• Can I describe what a good friend is and does and how it feels to be friends?
• Why is telling the truth important?
• What skills do I need to choose, make and develop friendships?
• How might friendships go wrong, and how does it feel?
• How can I try to mend friendships if they have become difficult?
• What is my personal space and how do I talk to people about it?
• Who is in my family and how do we care for each other?
• Who are my special people, why are they special and how do they support me?

Anti-bullying
• Why might people fall out with their friends?
• Can I describe what bullying is?
• Do I understand some of the reasons people bully others?
• Why is bullying never acceptable or respectful?
• How might people feel if they are being bullied?
• Who can I talk to if I have worries about friendship difficulties or bullying?
• How can I be assertive?
• Do I know what to do if I think someone is being bullied?
• How do people help me to build positive and safe relationships?
• What does my school do to stop bullying?

Managing Change
• How are my achievements, skills and responsibilities changing and what else might change?
• How might people feel during times of loss and change?
• How do friendships change?
• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?
• How might people feel when they lose a special possession?
• When can I make choices about changes?

Health:

Managing Safety and Risk
• What are risky situations and how do they make me feel?
• What is my name, address and phone number and when might I need to give them?
• What is an emergency and who can help?
• What makes a place or activity safe for me?
• What are the benefits and risks for me when walking near the road, and how can I stay safer?
• What are the benefits and risks for me in the sun and how can I stay safer?
• What do I enjoy when I'm near water and how can I stay safer?
• What are the risks for me if I am lost and how can I get help?
• How can I help to stop simple accidents from happening and how can I help if there is an accident?

Drug Education
• Which substances might enter our bodies, how do they get there and what do they do?
• What are medicines and why and when do some people use them?
• When and why do people have an injection from a doctor or a nurse?
• Who is in charge of what medicine I take?
• What different things can help me feel better if I feel poorly?
• How can I keep safe with medicines and substances at home and at school?
• What is persuasion and how does it feel to be persuaded?

Digital Lifestyles
• What are some examples of ways in which I use technology and the internet and what are the benefits?
• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world?
• What are some examples of online content or contact which might mean I feel unsafe, worried or upset?
• What sort of information might I choose to put online and what do I need to consider before I do so?
• When might I need to report something and how would I do this?
• What sort of rules can help to keep us safer and healthier when using technology?
• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?

Personal Safety
• Can I identify different feelings and tell others how I feel?
• Which school/classroom rules are about helping people to feel safe?
• Can I name my own Early Warning Signs?
• How do I know which adults and friends I can trust?
• Who could I talk with if I have a worry or need to ask for help?
• What could I do if a friend or someone in my family isn't kind to me?
• Can I identify private body parts and say 'no' to unwanted touch?
• What could I do if I feel worried about a secret?
• What could I do if something worries or upsets me when I am online?

Healthy Lifestyles
• How can I stay as healthy as possible?
• What does it feel like to be healthy?
• What does healthy eating mean and why is it important?
• Why is it important to be active & what are the opportunities for physical activity?

• What foods do I like and dislike and why?
• What can help us eat healthily?
• Why do we need food?
• What healthy choices can I make?

Year three and four:

Relationships:

<u>Beginning and Belonging</u>
• What is my role in making my school a place where we can learn happily and safely?
• How can we build relationships in our class and how does this benefit me?
• What does it feel like to be new or to start something new?
• How can I help children and adults feel welcome in school?
• What helps me manage a new situation or learn something new?
• Who are the different people in my network who I can ask for help?

<u>Family and Friends</u>
• How do good friends behave on and offline and how do I feel as a result?
• What is a healthy friendship and how does trust play an essential part?
• What skills do I need for choosing, making and developing friendships and how effective are they?
• How can I help to resolve disagreements positively by listening and compromising?
• Can I empathise with other people in a disagreement?
• How can I check with my friends that their personal boundaries have not been crossed?
• How do my family members help each other to feel safe and secure even when things are tough?
• Who is in my network of special people now and how do we affect and support each other?

<u>Anti-bullying</u>
• How are falling out and bullying different?
• How do people use power when they bully others?
• What are the key characteristics of different types of bullying?
• How can lack of respect and empathy towards others lead to bullying?
• What is the difference between direct and indirect forms of bullying?
• What are bystanders and followers and how might they feel?
• Do I understand that bullying might affect how people feel for a long time?
• How can I support people I know who are being bullied by being assertive?
• How does my school prevent bullying and support people involved?

<u>Managing Change</u>
• What changes have I and my peers already experienced and what might happen in the future?
• What helps me when I'm experiencing strong emotions due to loss or change?
• What strategies help me to thrive when my friendships change?
• How might I behave when I feel strong emotions linked to loss and change?
• How might people feel when loved ones or pets die, or they are separated from them for other reasons?
• What changes might people welcome and how can they plan for these?

Health:

<u>Managing Safety and Risk</u>
• How do I feel in risky situations and how might my body react?

• Can I make decisions in risky situations and might my friends affect these decisions?

• When might I meet adults I don't know & how can I respond safely?

• What actions could I take in an emergency or accident and how can I call the emergency services?

• What are the benefits of using the roads and being near water and how can I reduce the risks?

• How is fire risky and how can I reduce the risks?

• How do I keep myself safe during activities and visits?

• How can I stop accidents happening at home and when I'm out?

Drug Education

• What medical & legal drugs do I know about, and what are their effects?

• Who uses and misuses legal drugs?

• Why do some people need medicine and who prescribes it?

• What are immunisations and have I had any?

• What are the safety rules for storing medicine and other risky substances?

• What should I do if I find something risky, like a syringe?

• What do I understand about how friends and the media persuade and influence me?

Digital Lifestyles

• How might my use of technology change as I get older, and how can I make healthier and safer decisions?

• How does my own and others' online identity affect my decisions about communicating online?

• How might people with similar likes & interests get together online?

• Can I explain the difference between "liking" and "trusting" someone online?

• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?

• When looking at online content, what is the difference between opinions, beliefs and facts? OR

• Why is it important to ration the time we spend using technology and/or online?

• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?

• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?

Personal Safety

• How do I recognise my own feelings and communicate them to others?

• Which school/classroom rules are about helping people to feel safe?

• Can I recognise when my Early Warning Signs are telling me I don't feel safe?

• What qualities do trusted adults and trusted friends have?

• Who is on my network of support and how can I ask them for help?

• What could I do if I feel worried about a friendship or family relationship?

• What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?

• How can I decide if a secret is safe or unsafe?

• How can I keep safe online?

Healthy Lifestyles

• What does healthy eating and a balanced diet mean?

• What is an active lifestyle and how does it help me to be healthier?

• What is mental wellbeing and how is it affected by my physical health?

• How much sleep do I need & what happens if I don't have enough?

• How do nutrition and physical activity work together?

• How can I plan and prepare simple, healthy meals safely?

• How can I look after my teeth and why is it important?
• Who is responsible for my lifestyle choices and how are these choices influenced?

Year five and six:

Beginning and Belonging
• What are my responsibilities for making sure everyone in school feels happy and safe?
• How can I take responsibility for building relationships in my school and how does this benefit us all?
• How might different people feel when starting something new and how can I help?
• How do we make people feel welcome and valued in and out of school?
• What helps me to be resilient in a range of new situations?
• Are there more ways I can get help now and how do I seek support?

Family and Friends
• What are the characteristics of healthy friendships on and offline and how do they benefit me?
• How do trust and loyalty feature in my relationships on and offline?
• What are the benefits and risks of making new friends, including those I only know online?
• Can I always balance the needs of family & friends & how do I manage this?
• Can I communicate, empathise & compromise when resolving friendship issues?
• How can I check that my friends give consent on and offline?
• How do people in my family continue to support each other as things change?
• Who are in my networks, on & offline, and how have these, changed and how do we support each other?

Anti-bullying
• Can I explain the differences between friendship difficulties and bullying?
• Can I define the characteristics and different forms of bullying?
• How do people use technology & social media to bully others and how can I help others to prevent and manage this?
• What do all types of bullying have in common?
• Might different groups experience bullying in different ways?
• How can people's personal circumstances affect their experiences?
• How does prejudice sometimes lead people to bully others?
• Can I respond assertively to bullying, online and offline?
• How might bullying affect people's mental wellbeing and behaviour?
• How and why might peers become colluders or supporters in bullying situations?
• Can I identify ways of preventing bullying in school and the wider community?

Managing Change
• What positive and negative changes might people experience?
• How do people's emotions evolve over time as they experience loss and change?
• How can I manage the changing influences and pressures on my friendships and relationships?
• What different strategies do people use to manage feelings linked to loss and change and how can I help?
• How might people whose families change feel?
• When might change lead to positive outcomes for people?
• What positive and negative changes have I experienced and how have these experiences affected me? • What strategies will help me to thrive when I move to my next school?

Health:

Managing Safety and Risk
• When might it be good for my mental health for me to take a risk?
• What are the possible benefits and consequences of taking physical, emotional and social risks?
• When am I responsible for my own safety as I get older and how can I keep others safer?
• How can I safely get the attention of a known or unknown adult in an emergency?
• Can I carry out basic first aid in common situations, including head injuries?
• What are the benefits of cycling and walking on my own and how can I stay safer?
• How can being outside support my wellbeing & how do I keep myself safe in the sun?
• What are the benefits of using public transport and how can I stay safe near railways?
• How can I prevent accidents at school and at home, now that I can take more responsibility?

Drug Education
• What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them
• How does drug use affect the way a body or brain works?
• How do medicines help people with different illnesses?
• What immunisations have I had or may I have in future and how do they keep me healthy?
• What is drug misuse?
• What are some of the laws about drugs?
• How can I assess risk, recognise peer influence & respond assertively?
• When and how should I check information about drugs?

Digital Lifestyles
• What are some examples of how I use the internet, the services it offers, and how do I make decisions?
• What are the principles for my contact and conduct online, including when I am anonymous?
• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?
• How might the media shape my ideas about various issues and how can I challenge or reject these?
• Can I explain some ways in which information and data is shared and used online?
• How can online content impact on me positively or negatively?
• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?
• What are some ways of reporting concerns and why is it important to persist in asking?
• Can I identify, flag and report inappropriate content?

Personal Safety
• How do I recognise my own feelings and consider how my actions may affect the feelings of others?
• Can I use my Early Warning Signs to judge how safe I am feeling?
• How do I judge who is a trusted adult or trusted friend?
• How can I seek help or advice from someone on my network of support and when should I review my network?
• How could I report concerns of abuse or neglect?
• Can I identify appropriate & inappropriate or unsafe physical contact?
• How do I judge when it is not right to keep a secret and what action could I take?
• How can I recognise risks online and report concerns?
• What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

Healthy Lifestyles

• How does physical activity help me & what might be the risks of not engaging in it? MW

• What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?

• What are the different aspects of a healthy lifestyle and how could I become healthier?

• What are the factors influencing me when I'm making lifestyle choices and how might these change over time?

• What might be the signs of physical illness and how might I respond?

• What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?

• Why are online apps and games age restricted?