

Mindful Learning (PHSE and RSE)

Progression of Skills Milestones

Skills	EYFS	Milestone 1 (End of KS1 – Years 1-2)	Milestone 2 (End of LKS2 – Years 3-4)	Milestone 3 (End of UKS2 – Years 5-6)
Self-Regulation	<ul style="list-style-type: none"> To can say how I feel and am beginning to understand how others might feel. To learn to wait and take turns. To try to stay calm and listen, even when I'm busy doing something 	<ul style="list-style-type: none"> To identify some emotions and feelings in myself and others. To talk about feelings and am starting to notice how these can affect behaviour. To try to stay calm when something is difficult or challenging. To stop and think before I act. To say sorry if I've hurt or upset someone. 	<ul style="list-style-type: none"> To understand how feelings can affect what I do and how I think. To use strategies to help me stay in control and deal with challenges. To solve small problems with others in fair ways. To try to respond to my own feelings in ways that are helpful to me and others. 	<ul style="list-style-type: none"> To notice and manage my feelings in different situations. To understand the impact my own feelings and behaviour can have on others. To reflect on how I react and how I could respond differently in the future. To use what I know to stay calm, focused and fair
Managing Self	<ul style="list-style-type: none"> Try new activities, even if they're a bit tricky. To try to keep going when something is hard. To explain why something is right or wrong and try to do the right things. I look after myself by washing my hands, going to the toilet and getting dressed 	<ul style="list-style-type: none"> To do more things for myself than when I was younger. To make my own choices and explain them. To remember what I need each day. To try to follow rules that keep everyone safe. To keep going even when things are tricky because I know this is how we learn. 	<ul style="list-style-type: none"> To look after myself and my own things. To plan my own time and get organised. To know why different rules and routines matter and try to follow them. To try different ways to solve challenges and problems. 	<ul style="list-style-type: none"> To manage my time, choices, learning and behaviour. To follow rules and take responsibility even when no one is watching. To reflect and learn when things go don't go the way I want them to. To take on board advice to help me get better at things.





Building Relationships	<ul style="list-style-type: none">• To play and take turns with other children.• To make friends and am able to be part of a wider group.• To notice how other people feel and try to be kind.	<ul style="list-style-type: none">• To include others and use kind words.• To show that I can listen when someone is speaking and reply respectfully.• To say what I like and don't like.• To consider what other people want, as well as what I want.• To respect other people's space and belongings.	<ul style="list-style-type: none">• To understand how others feel and why.• To use respectful words, even when I disagree with someone.• To set boundaries and respect those of other people.• To show others that they can trust me.• To show that I can respond positively in different situations and to different people.	<ul style="list-style-type: none">• To build strong relationships by being honest and respectful.• To listen and speak kindly, online and in person.• To respond to and consider the needs of others in my different relationships.• To know that everyone has the right to say no and set their own boundaries and I respect these boundaries.• To notice when something doesn't feel right and speak up.
Critical Thinking	<ul style="list-style-type: none">• To ask questions when I'm curious.• To choose between options in everyday situations.• To explain my choices and why.	<ul style="list-style-type: none">• To ask questions to learn more.• To notice when people have different ideas or views to mine.• To think about my decision before I make a choice.• To ask for help if I'm not sure.	<ul style="list-style-type: none">• To explore different ideas and viewpoints.• To talk about why it is helpful to consider different views and opinions.• To explain my thinking and decisions.• To spot when something feels unfair or unkind.• To know I don't have to behave or think like others if it feels wrong.	<ul style="list-style-type: none">• To ask thoughtful questions to understand more and help inform my views.• To recognise the difference between fact and opinion.• To reflect on how and why I've changed my mind.• To notice when others are trying to persuade me and influence my thinking.• To make decisions based on what I think and what's right, not just what's popular,



	Milestone 1 End of Key Stage 1 (Years 1-2)	Milestone 2 End of LKS2 (Years 3-4)	Milestone 3 End of UKS2 (Years 5-6)	By the end of the curriculum... <i>Statements taken from RSE and Health Education Statutory Guidance</i>
My Healthy Self – Recognising and talking about emotion	<ul style="list-style-type: none"> To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. To know that feelings are the words used to describe emotions. To recognise and name the following emotions and associated feelings: Happiness (excited, proud). Sadness (lonely, upset). Fear (worried, nervous). Anger (cross, annoyed). Disgust (uncomfortable, dislike) Surprise (amazed, shocked). To know that it is okay and normal to feel both positive and negative feelings in response to different situations. 	<ul style="list-style-type: none"> To know that many different feeling words can be used to identify and describe their emotions. To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful). Sadness (disappointed). Fear. Anger (frustrated, jealous, guilty). Disgust (embarrassed). Surprise (curious). To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. To know that feelings can feel stronger or weaker depending on the situation. To know that emotions and feelings can affect thoughts, decisions and behaviour. 	<ul style="list-style-type: none"> To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. To recognise describe the following emotions and associated feelings: Happiness (content, grateful, optimistic). Sadness (pessimistic, vulnerable, grief, excluded, betrayed). Fear (insecure, anxious, stressed, pressured, overwhelmed). Anger (betrayed). Disgust (humiliated, ashamed). Surprise (startled). To know that it is important to speak openly about emotions and their associated feelings. 	<p>General wellbeing</p> <p>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.</p> <p>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p>



	<ul style="list-style-type: none"> To know feelings can change and vary in intensity and may seem small, medium or big, depending on the situation. 	<ul style="list-style-type: none"> To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour. 	<ul style="list-style-type: none"> To know that it is important to regulate responses to emotions so they do not control feelings and actions. To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. 	
<p>My Healthy Self – Support and Mental Wellbeing</p>	<ul style="list-style-type: none"> To know that talking to a trusted adult can help when they feel upset or worried 	<ul style="list-style-type: none"> To know that taking care of their own feelings is part of staying healthy. To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. To know that seeking help early can make a significant difference for someone struggling with their feelings or mood. 	<ul style="list-style-type: none"> To know that mental health affects how people feel, think, behave and cope with life. To know that just like physical health, everyone has mental health and that it can change over time. To know that many people experience mental ill health and that support is available. To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). 	<p>General wellbeing</p> <p>2. The importance of promoting general wellbeing and physical health.</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom 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).</p> <p>10. It is common to experience mental health problems and early support can help.</p>



			<ul style="list-style-type: none"> • To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. 	
<p>My Healthy Self – Self-Care</p>	<ul style="list-style-type: none"> • To know that resting and doing things they enjoy can help them feel better. • To know that talking to someone can help when they feel sad or left out. • To know that sleep helps their body and brain rest and grow. • To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better. 	<ul style="list-style-type: none"> • To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. • To know some simple ways that they can help others each day. • To know that children of their age should get between 9–12 hours of sleep every night. • To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. • To know that everyone feels lonely sometimes and talking about it helps 	<ul style="list-style-type: none"> • To know the importance of making time to prioritise their own emotional health. • To know that spending time outdoors can help people feel calm, focused and more connected to the world around them. • To know that friendships support mental health by helping people feel accepted, understood and less alone. • To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. • To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. 	<p>General wellbeing</p> <p>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.</p> <p>The importance of promoting general wellbeing and physical health.</p> <p>6. That isolation and loneliness can affect children and the benefits of seeking support.</p>



			<ul style="list-style-type: none"> • To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing. • To know that some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, excessive unhealthy food, extended inactivity or insufficient time with friends and family). 	<p>Health protection and prevention</p> <p>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</p>
<p>My Healthy Self – Bullying and Mental Health</p>	<ul style="list-style-type: none"> • To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer. 	<ul style="list-style-type: none"> • To know that when someone is bullied repeatedly, they may start to believe the negative things said about them. 	<ul style="list-style-type: none"> • To know that people who are bullied may need support to feel better and rebuild their confidence. To know that evidence shows that bullying has a negative impact on mental health now and in the future. 	<p>General wellbeing</p> <p>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>
<p>My Healthy Self – Being Active</p>	<ul style="list-style-type: none"> • To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. 	<ul style="list-style-type: none"> • To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). 	<ul style="list-style-type: none"> • To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. 	<p>Physical health and fitness</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>



	<ul style="list-style-type: none">• To know that moving their body every day helps them feel good and keeps them healthy.• To know that running, jumping and playing, help their body grow strong.• To know that feeling tired can make it harder to run, play and have fun.	<ul style="list-style-type: none">• To know about opportunities in their community to be physically active.• To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this means their body is working hard and getting stronger.• To know that physical activity strengthens their heart, lungs, muscles and bones.• To know that being active helps with coordination, balance and energy levels.• To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy	<ul style="list-style-type: none">• To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.• To know that physical activity helps mental wellbeing by boosting mood and reducing stress.• To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games).• To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.• To know that children their age should get at least one hour of moderate to vigorous activity every day.• To know that being overweight or obese means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.	<p>2. The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>3. The risks associated with an inactive lifestyle (including obesity).</p>
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My Healthy Self – Dental Health	<ul style="list-style-type: none">• To know that they should brush their teeth guidance. twice a day, in the morning and at night.• To know that they need to brush every tooth and all of the surfaces.• To know that sugary food and drink can damage teeth and should be limited.• To know that they need to visit the dentist for check-ups, even if their teeth do not hurt.		<ul style="list-style-type: none">• To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach.• To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay.• To know that visiting the dentist every six months helps spot problems early before they become serious or painful.• To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath).• To know that having sugary snacks or drinks between meals is more harmful than having them at mealtimes.	Health protection and prevention 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 check-ups at the dentist.



My Healthy Self – Healthy Diet

- To know that some food and drink are best for everyday and others only sometimes.
 - To know that eating fruit and vegetables helps them stay strong and not get ill.
 - To know that drinking water helps them feel awake and keeps their body working properly.
 - To know that healthy foods help them grow, run, play and learn.
 - To know that enjoying different foods and eating well is part of being healthy.
- To know that a balanced diet includes a variety of food groups. To know that different food groups do different jobs in the body.
 - To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food.
 - To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need.
 - To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated.
 - To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy.
 - To know that processed foods are foods that have been changed or added to— like turning potatoes into crisps or fruit into fruit-flavoured sweets.
- To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods.
 - To know that eating well supports both physical and mental health, including energy levels, mood and concentration.
 - To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems.
 - To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices.
 - To know that calories are a measure of energy in food. To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy.
 - To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food.

The principles of planning and preparing a range of healthy meals.

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).



		<ul style="list-style-type: none"> To know that natural or less processed foods usually have more nutrients 	<ul style="list-style-type: none"> To know that others may try to influence their food choices but they should try to make informed choices based on what their bodies need. 	
<p>Connecting with others – The Role of the Family</p>	<ul style="list-style-type: none"> To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). To know that spending time with family is important because it helps people build strong relationships and feel loved and supported. To know that all families have arguments sometimes. 	<ul style="list-style-type: none"> To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). To know that every family faces challenges. To know that families should make them feel loved, safe and supported. 	<ul style="list-style-type: none"> To know that ‘commitment’ means promising to be with someone through good and bad times. To know that marriage and civil partnerships are a legal commitment between two people based on love and care. To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules. To know that families should support and protect the physical and mental health of all members and provide love and security to children.* 	<p>Families and People who care for me</p> <p>That families are important for children growing up safe and happy because they can provide love, security and stability.</p> <p>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.</p> <p>That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of two people to</p>



				each other which is intended to be lifelong.
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<p>Connecting with others – Diversity in family structures</p>	<ul style="list-style-type: none"> • To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). • To know that family members might live together or apart but still care for each other. • To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer. 	<ul style="list-style-type: none"> • To know that different families might show love in different ways and spend time together in different ways. • To know that even though families may look very different, they usually have love and care for each other at the core of them. • To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness. 	<ul style="list-style-type: none"> • To know that family functions (e.g. support and caregiving) may be shared differently in different families. • To know that the central function of any family is to provide stability and safety to its members, especially children. 	<p>Families and People who care for me</p> <p>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.</p>
<p>Connecting with others – Family Support</p>	<ul style="list-style-type: none"> • To know home should feel like a ‘safe space’ and if it does not, they should speak to a trusted adult at school. 	<ul style="list-style-type: none"> • To know that every family faces challenges at some point and that there is always help available to children if they need it. • To know that families should make them feel loved, safe and supported. 	<ul style="list-style-type: none"> • To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. • To know that families should support and protect the physical safety and mental health of all members. 	<p>Families and People who care for me</p> <p>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.</p>



		<ul style="list-style-type: none"> • To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems 		
<p>Connecting with others – Healthy Friendships</p>	<ul style="list-style-type: none"> • To know that friends are people who like to spend time together and who are kind and helpful to one another. • To know that having friends can help you feel happy and stop you feeling lonely. • To know that loneliness means feeling alone, not just being alone. • To know that friends will not always agree on everything. 	<ul style="list-style-type: none"> • To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. • To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. • To know that most friendships have ups and downs. • To know that many people experience feelings of loneliness at times. • To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. 	<ul style="list-style-type: none"> • To know that close friendships are important for people's happiness and mental health. • To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions. • To know that how people deal with fallouts and disagreements can affect how strong their friendships become. • To know that people who pressure, lie, or break promises may not be trustworthy. • To know that it is ok to end a friendship if it is unhealthy or makes them unhappy. 	<p>Caring Friendships</p> <p>How important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p>That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing healthy friendships.</p> <p>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.</p> <p>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.</p>



				<p>That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.</p>
<p>Connecting with others – Friendship Challenges</p>	<ul style="list-style-type: none"> • To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others. • To know that sometimes they may need to pause and think before reacting. • To know that saying sorry can help make things better when something goes wrong. 	<ul style="list-style-type: none"> • To know that apologising and discussing feelings can help solve problems and maintain good relationships. • To know that respectful disagreement is a normal part of healthy relationships. • To know that compromise and fairness are vital to any friendship. 	<ul style="list-style-type: none"> • To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). • To know that it is important to regulate our responses to emotions so they do not control our feelings and actions. • To know that if conflict exists, using violence or aggression is not acceptable and will make things worse. 	<p>Caring Friendships</p> <p>How to manage conflict and that resorting to violence is never right.</p> <p>Respectful, kind relationships</p> <p>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.</p>
<p>Connecting with others – Respecting Each Other</p>	<ul style="list-style-type: none"> • To know that being polite is a way of treating others with kindness. 	<ul style="list-style-type: none"> • To know that respect means treating others as you would like to be treated: with kindness and fairness. • To know that everyone has the right to be treated with respect. 	<ul style="list-style-type: none"> • To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. 	<p>Respectful, kind relationships</p> <p>How to pay attention to the needs and preferences of others, including in families and friendships.</p>



	<ul style="list-style-type: none"> • To know that they share spaces with other people and need to be kind and consider the other people around them. • To know that everyone has different likes, dislikes and feelings. • To understand that something they enjoy might not be enjoyable for someone else. 	<ul style="list-style-type: none"> • To know that good manners are a way of showing respect to other people. • To know that different people may have different needs and preferences in the same space. 	<ul style="list-style-type: none"> • To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • To know that people have a responsibility to each other to behave appropriately and fairly. 	<p>Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p>
<p>Connecting with others – Understanding Boundries</p>	<ul style="list-style-type: none"> • To know that they can talk to a trusted adult if someone crosses a boundary. • To know that everyone has the right to say no, even to people they know.* 	<ul style="list-style-type: none"> • To know that respecting boundaries helps keep relationships safe and healthy. • To know that physical, emotional and digital boundaries are all important. • To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. 	<ul style="list-style-type: none"> • To know that healthy relationships involve mutual trust, respect and consent. • To know that it is okay to say no, to change their mind or a boundary, even if they previously gave permission. • To know that crossing someone’s boundary, even as a joke, can harm trust and damage relationships. • To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe 	<p>Respectful, kind relationships</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>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.</p>



				6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
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Connecting with others – Respectful Conflict	<ul style="list-style-type: none"> To know that everyone has feelings and kind words can help solve problems. To know that they might feel cross, upset or disappointed when things do not go their way. To know that they can say what they want, need or do not like in a kind way. 	<ul style="list-style-type: none"> To know that being assertive means speaking up calmly and politely without being unkind. To know that being kind does not mean always agreeing or giving in. To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. To know that disappointment and frustration are normal feelings and will pass. 	<ul style="list-style-type: none"> To know how to express needs and boundaries respectfully and confidently. To know the difference between being assertive, passive, aggressive and controlling (coercive). To know that they can be kind and respectful to others without ignoring their own needs. 	<p>Respectful, kind relationships</p> <p>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.</p> <p>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.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p>
Connecting with others – Self-respect and Self-esteem	<ul style="list-style-type: none"> To know that everyone is unique and important. 	<ul style="list-style-type: none"> To know that self-respect means valuing yourself and treating yourself with kindness. 	<ul style="list-style-type: none"> To know that behaving in a way that aligns with our values contributes to self-respect. 	<p>Respectful, kind relationships</p>



	<ul style="list-style-type: none"> • To know that everyone has different strengths or things they are good at. • To know that they can feel proud of themselves for trying their best. 	<ul style="list-style-type: none"> • To know that trying new things, learning from mistakes and achieving goals can build confidence. T • o know that others may have different strengths and interests. 	<ul style="list-style-type: none"> • To know that self-respect supports good mental health and happiness and aids personal growth. • To know that identity includes values, beliefs, likes, dislikes and cultural background. • To know that developing interests and achieving goals helps build self-esteem. 	<p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p>
<p>Connecting with others – Valuing Diversity</p>	<ul style="list-style-type: none"> • To know that people in a community can be different from each other and this makes the community interesting and special. • To know that it is unfair to treat someone differently just because they are different from you. • To know that it is important to treat everyone with kindness and respect. • To know that differences between people are something to celebrate. 	<ul style="list-style-type: none"> • To know that diversity means people have different backgrounds, cultures, religions and beliefs. • To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. • To know that people should be treated as an individual and with respect. 	<ul style="list-style-type: none"> • To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. • To know that stereotypes can be harmful because they limit what people believe they can do or become. 	<p>Respectful, kind relationships</p> <p>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.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p>



<p>Connecting with others – Bullying</p>	<ul style="list-style-type: none"> • To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). • To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). 	<ul style="list-style-type: none"> • To know there are different types of bullying including physical, verbal and online (cyberbullying). • To know that there may be times when they see or become aware of bullying happening to others, either in person or online. • To know that bullying may target someone's appearance, beliefs or abilities. • To know who they should tell about bullying, whether it is happening to them or others. 	<ul style="list-style-type: none"> • To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action. • To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. • To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. • To know how to get help from trusted adults, school procedures or external support services (e.g. Childline). 	<p>General wellbeing</p> <p>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Respectful, kind relationships</p> <p>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.</p>
<p>Connecting with others – Relationship Support (repeated in Staying Safe)</p>	<ul style="list-style-type: none"> • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: • Someone is unkind, hurts them or someone else, including online. 	<ul style="list-style-type: none"> • To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: • Someone touches them or speaks to them in a way that feels wrong, including online. 	<ul style="list-style-type: none"> • To know that they should always seek help if: • They experience or witness violence, threats or harm, either in person or online. • Someone tries to hurt them or others physically or emotionally, including online. • Someone touches them or talks to them in an unsafe or inappropriate way, including online. 	<p>Respectful, kind relationships</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>



	<ul style="list-style-type: none"> • They feel scared, worried or confused, including online. • Someone asks them to keep a secret that makes them uncomfortable, including online. 	<ul style="list-style-type: none"> • They feel pressured to do something unsafe or that they don't want to do, including online. • They see or hear something that worries them, even if it's not about them, including online. 	<ul style="list-style-type: none"> • They feel unsafe but are not sure why, or are unsure who to trust, including online. • They are worried about someone else being hurt or treated badly, including online. 	
<p>The Online World – Being Online</p>	<ul style="list-style-type: none"> • To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. 	<ul style="list-style-type: none"> • To recognise that many everyday activities involve being online, even when it is not obvious. 	<ul style="list-style-type: none"> • To know that specific online activities are designed for different purposes (e.g. communication, entertainment, learning). 	<p>Wellbeing online</p> <p>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.</p>
<p>The Online World – Online Relationship</p>	<ul style="list-style-type: none"> • To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. 	<ul style="list-style-type: none"> • To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. 	<ul style="list-style-type: none"> • To know that in-person interactions can offer advantages that online interactions may not have. 	<p>Wellbeing online</p> <p>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.</p> <p>4. How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online.</p>



				<p>Relationships - online safety and awareness</p> <p>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.</p>
<p>The Online World – Risks and Harms</p>	<ul style="list-style-type: none"> • To know that too much screen time can interfere with other healthy habits. • To know it is unsafe to share some information online. • To know who to report worries to about things seen online. • To know that people in some online videos may be pretending or acting. 	<ul style="list-style-type: none"> • To know they should only communicate online with others they know, not with strangers. • To know that bullying can happen online. • To know that even when they are speaking to friends online, they should not share private information. • To know how to screen grab information that can be used to report a concern online. 	<ul style="list-style-type: none"> • To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • To know that online content is often edited and carefully chosen. • To know that personal data includes information about a person, including their online behaviour and interests. • To know that apps, websites and games can collect personal data. 	<p>Wellbeing online</p> <p>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. 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.</p>



				<p>How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.</p> <p>Relationships - online safety and awareness</p> <p>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. 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.</p>
<p>The Online World – Responsible and Safe Use</p>				



	Milestone 1 End of Key Stage 1 (Years 1-2)	Milestone 2 End of LKS2 (Years 3-4)	Milestone 3 End of UKS2 (Years 5-6)
Citizenship – Developing confidence and responsibility and making the most of their abilities	<ul style="list-style-type: none">• To know it is important to listen carefully to others' ideas.	<ul style="list-style-type: none">• To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping.• To know that stereotypes can restrict people's sense of what they can do or become.• To know that getting value for money involves considering the cost, usefulness and quality of items.• To know that budgeting involves planning how to spend and save available money.	<ul style="list-style-type: none">• To understand that borrowing money may require paying more than the original amount due to interest.• To understand that gambling involves risking money with a significant chance of losing it.
Citizenship – Preparing to play an active role as citizens	<ul style="list-style-type: none">• To know that babies and young children need help to eat, sleep, get dressed and stay clean.• To know that different pets need looking after in different ways.• To know that voting allows everyone to have a say, even though some people may not get the outcome they want.• To know that different coins and notes are worth different amounts.• To know that everybody has a responsibility to care for the school and local environment.	<ul style="list-style-type: none">• To know that rights are basic freedoms that belong to every person in the world.• To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones.• To know that reducing waste is better than reusing and reusing is better than recycling.• To know that different people (e.g. adults, police, politicians) work to protect people's rights.• To know that responsibilities are things people need to do to look after themselves, other people and places.• To know that the local council is responsible for deciding how money is best spent in the local community.	<ul style="list-style-type: none">• To know that prejudice is making unfair assumptions about someone based on certain information.• To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion.• To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe.• To know that there are consequences if laws are broken.• To know that setting up community groups is one way people can contribute to their community.• To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes.



	<ul style="list-style-type: none"> To know that many people earn money by having a job but income can also come from other sources 		<ul style="list-style-type: none"> To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. To know that elections allow people to vote for a Member of Parliament to represent them in Parliament.
<p>Staying Safe – Recognising unsafe personal situations</p>	<ul style="list-style-type: none"> To understand that their body is special and it belongs to them. To know the correct names for private body parts, including the penis, testicles, vulva and vagina. To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. To know that a stranger is anybody that they do not know. To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). 	<ul style="list-style-type: none"> To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. To know the correct terms for private body parts, including the scrotum and nipples. To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). To know that feeling and being unsafe can happen even with someone they know. To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. To know that they should not share personal information with people they do not know and trust, including online 	<ul style="list-style-type: none"> To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. To know that not everyone online is who they say they are. To know that the absence of permission or consent means that a situation is likely to be unsafe.



	Milestone 1 End of Key Stage 1 (Years 1-2)	Milestone 2 End of LKS2 (Years 3-4)	Milestone 3 End of UKS2 (Years 5-6)	By the end of the curriculum... <i>Statements taken from RSE and Health Education Statutory Guidance</i>
Staying Safe – Relationship support (this is repeated in Connecting with Others)	<ul style="list-style-type: none"> To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. 	<ul style="list-style-type: none"> To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online. 	<ul style="list-style-type: none"> To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online. 	<p>Being safe</p> <p>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.</p> <p>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</p>
Staying Safe – Road and Rail Safety	<ul style="list-style-type: none"> To know the 'Stop, Look and Listen' rule for crossing a road. To know that a helmet should be worn when biking or scooting. 	<ul style="list-style-type: none"> To know some common road-crossing types. To know some common safety issues when walking, riding a bike or scooting. (e.g. 	<ul style="list-style-type: none"> To know some common safety issues when crossing the road or around railways. To know that trains move faster than they appear and cannot stop quickly so 	<p>Personal safety</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code.</p>



	<ul style="list-style-type: none"> To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). 	<p>cars coming out of driveways).</p>	<p>it is dangerous to walk on or near railway lines.</p> <ul style="list-style-type: none"> To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. 	
<p>Staying Safe – Water Safety</p>	<ul style="list-style-type: none"> To know that they should never enter the water without an adult supervising. To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. 	<ul style="list-style-type: none"> To know that swimming in open water is usually more dangerous than swimming in a swimming pool. To know that if someone else is in trouble in the water they should throw in something that floats. 	<ul style="list-style-type: none"> To know what beach safety flags tell us about the conditions. To know the water safety code (Stop and think, Stay together, call 999, float). 	<p>Personal safety</p> <p>2. How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code.</p>
<p>Staying Safe – Hazards at home and away</p>	<ul style="list-style-type: none"> To know that some things in the home can be harmful. 	<ul style="list-style-type: none"> To know that thinking ahead and considering potential risks can help prevent accidents. To know that fire can spread quickly and should never be played with. To know that appliances and household products should only be used for the purpose they are designed for. 	<ul style="list-style-type: none"> To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). To know that some environments carry higher risk and require greater caution. 	<p>Personal safety</p> <p>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p>



<p>Staying Safe – Calling the emergency services</p>	<ul style="list-style-type: none"> To know that 999 is the number to dial in an emergency.* To know the emergency services are the police, fire and ambulance services. 	<ul style="list-style-type: none"> To know that an operator will ask which emergency service is needed, what happened and where. 	<ul style="list-style-type: none"> To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action. 	<p>Basic first aid</p> <p>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p>
<p>Staying Safe – Drugs, Alcohol, Tobacco and Vaping</p>	<ul style="list-style-type: none"> To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. To know that they should never touch or taste something if they do not know what it is. To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission. To know that if things are not used as intended, they can 	<ul style="list-style-type: none"> To know that alcohol and smoking/ vaping are legal for adults but illegal for children. To know that alcohol and smoking/vaping both have harmful effects on the body. To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful. 	<ul style="list-style-type: none"> To know that drugs are substances that change how the body or mind works. To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. To know that many legal drugs (e.g. caffeine and 	<p>Drugs, alcohol, tobacco and vaping</p> <p>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.</p>



	become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).		nicotine) are addictive, meaning it is not easy to stop using them.	
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	Milestone 1 End of Key Stage 1 (Years 1-2)	Milestone 2 End of LKS2 (Years 3-4)	Milestone 3 End of UKS2 (Years 5-6)
Growing up – Changing Bodies	<ul style="list-style-type: none">• To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique.• To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body.• To know that humans grow and change as they get older, from babies to children to teenagers to adults.• To know that growing up means becoming more independent in looking after ourselves.• To understand that their body is special and belongs to them.• To know that some parts of the body are private and that they should always respect their own and others' privacy.• To know the correct names for private body parts.• To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with.• To know that physical changes to the body are a normal part of growing up and becoming an adult.	<ul style="list-style-type: none">• To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect.• To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal.• To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings).• To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle).• To know that during a period a small amount of blood leaves the body from the vagina each month.• To know that periods can start unexpectedly and that there are ways to manage them.• To know that some people experience discomfort or pain during their period and that this is common.	<ul style="list-style-type: none">• To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful.• To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles).• To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body.• To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle.• To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness.• To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable.• To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.



		<ul style="list-style-type: none">• To know the correct names for the external parts of the body that may change in adolescence.• To know that they should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.	<ul style="list-style-type: none">• To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up.• To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help).• To know that wet dreams and erections are natural physical changes that happen to most boys during puberty.• To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.• To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.
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	Milestone 1 End of Key Stage 1 (Years 1-2)	Milestone 2 End of LKS2 (Years 3-4)	Milestone 3 End of UKS2 (Years 5-6)	By the end of the curriculum... <i>Statements taken from RSE and Health Education Statutory Guidance</i>
Health Protection – Preventing Illness	<ul style="list-style-type: none">• To know that germs can live on hands and surfaces even when they cannot be seen.• To know that washing hands with soap and water helps remove germs that can make people ill.• To know that people should cover their mouths when they cough or sneeze and put tissues in the bin.• To know that people have check-ups with doctors, nurses and dentists to help them stay healthy.• To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.• To know that some people need to use medicine often, such as inhalers, to help keep them well.	<ul style="list-style-type: none">• To know that germs can spread through touch, coughs, sneezes and shared objects.• To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading.• To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first.• To know that vaccines teach the body how to fight off germs.• To know that vaccines have helped reduce or stop the spread of some serious diseases.• To know that viruses and bacteria are both types of germs that can cause illness.	N/A	Health protection and prevention 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. as nicotine pouches



<p>Health Protection – Dealing with Common Illnesses</p>	<ul style="list-style-type: none"> • To know that head bumps should always be told to an adult. • To know that first aid is the immediate help given to someone who is hurt or unwell. • To know that ice packs can help bruises or bumps. • To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body. • To know that their role is to get help from a trusted adult, not to try to fix the injury themselves. 	<ul style="list-style-type: none"> • To know that if someone cannot breathe it is a medical emergency. • To know that if someone is losing a lot of blood it is a medical emergency. • To know that if someone is unable to respond to you it may be a medical emergency. • To know that pressure can help stop bleeding. • To know that back slaps can help dislodge an object that is causing someone to choke. • To know that cold water can help with minor burns. • To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. 	<p>N/A</p>	<p>Health protection and prevention</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p> <p>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. as nicotine pouches</p>
<p>Health Protection – Sun Safety</p>	<ul style="list-style-type: none"> • To know that wearing a hat and covering skin can help keep them safe in the sun. • To know that they should drink water when it is hot to stay well. 	<ul style="list-style-type: none"> • To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. • To know that sunscreen should go on all 	<p>N/A</p>	<p>Health protection and prevention</p> <p>2. About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</p>



		<p>uncovered skin on sunny days, even in the UK.</p> <ul style="list-style-type: none"> • To know that sunscreen needs reapplying every two hours or after swimming. • To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun. • To know that they should aim to stay out of the sun in the hottest part of the day. 		
<p>Health Protection – Support with physical health</p>	<ul style="list-style-type: none"> • To know that they should tell a trusted adult if something hurts or feels wrong in their body. • To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing. • To know that medicines, when used properly, can help people feel better. 	<ul style="list-style-type: none"> • To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. • To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves. • To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, 	<p>N/A</p>	<p>Health protection and prevention</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Physical health and fitness</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>



		<p>persistent coughing, a high temperature, weight loss, tiredness.</p> <ul style="list-style-type: none">• To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing.• To know that getting help early can prevent a health issue from becoming worse.• To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses		
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	Year 6 Milestone	By the end of the curriculum... <i>Statements taken from RSE and Health Education Statutory Guidance</i>
Health Protection – Responding to medical emergencies	<ul style="list-style-type: none">• To know that someone who may be seriously injured should never be moved unless there is immediate danger to them.• To know that CPR (cardiopulmonary resuscitation) is an emergency procedure used when someone is not breathing or their heart has stopped.• To know that CPR involves chest compressions and rescue breaths to help keep blood and oxygen circulating through the body.• To know that the recovery position is used when someone is unresponsive but breathing normally.• To know that a defibrillator is a device that can help someone if their heart stops functioning properly.• To know that some defibrillators are found in public places and give clear instructions.• To know that children should get help from a trusted adult rather than attempting to handle an emergency alone. To know that a mobile device can be used to share a precise location in an emergency.• To know that in an emergency, getting help is more important than worrying about getting into trouble. <p>Calling the Emergency Services</p> <ul style="list-style-type: none">• To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.• To know that hoax calling 999 is a criminal offence.• To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.• To know that pressing 55 when on the phone with an operator can let them know help is needed without speaking.*	<p>Basic first aid</p> <p>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p>