

Personal, Social and Emotional Development (PSED), Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Personal, Social and Emotional Development (PSED)

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goal - Self-Regulation

Children at the expected level of development will be able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Early Learning Goal - Managing Self

Children at the expected level of development will be able to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early Learning Goal - Building Relationships Children at the expected level of development will be able to work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

The Statutory Guidance for PSHE & RSE

Purpose of study

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Aims

To deliver a planned developmental program that runs from Reception to Year 6 to provide pupils with:

- accurate knowledge at an age-appropriate level;
- opportunities to turn that knowledge into personal understanding;
- opportunities to explore, clarify and, if necessary, challenge their own and others values, attitudes, beliefs, rights and responsibilities;
- develop skills to enable pupils to make good choices and become resilient lifelong learners;
- develop skills and strategies needed in order to lead healthy, safe, fulfilling, responsible and balanced lives in the future.

Attainment targets

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Learning opportunities are divided into three core themes of 1: Health and Wellbeing, 2: Relationships and 3: Living in the Wider World. Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

By the end of primary school, pupils are expected to know, apply and understand the matters, skills and processes specified below:

RSE	Content
Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, 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.• that others' families, 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.
Caring friendships	Pupils should know <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Personal, Social and Emotional Development (PSED), Relationships and Sex Education (RSE) Knowledge & Skills Progression - Reception to Year 6



CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**



Core Theme 1: Health & Wellbeing

EYFS and KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy	H1. how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	H2. about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	H5. about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. how to keep safe in the sun and protect skin from sun damage	H8. about how sleep contributes to a healthy lifestyle; routines that support
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. about the people who help us to stay physically healthy	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

EYFS and KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Mental Health	
H11. about different feelings that humans can experience	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H12. how to recognise and name different feelings	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H13. how feelings can affect people’s bodies and how they behave	H17. to recognise that feelings can change over time and range in intensity
H14. how to recognise what others might be feeling	H18. about everyday things that affect feelings and the importance of expressing feelings
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H16. about ways of sharing feelings; a range of words to describe feelings	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

EYFS and KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Ourselves, growing & changing	
H21. to recognise what makes them special	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H22. to recognise the ways in which we are all unique	H26. that for some people gender identity does not correspond with their biological sex
H23. to identify what they are good at, what they like and dislike	H27. to recognise their individuality and personal qualities
H24. how to manage when finding things difficult	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H26. about growing and changing from young to old and how people's needs change	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H27. about preparing to move to a new class/year group	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stage

EYFS and KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Keeping safe	
H28. about rules and age restrictions that keep us safe	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H38. how to predict, assess and manage risk in different situations
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
H31. that household products (including medicines) can be harmful if not used correctly	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H33. about the people whose job it is to help keep us safe	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H43. about what is meant by first aid; basic techniques for dealing with common injuries
H35. about what to do if there is an accident and someone is hurt	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H36. how to get help in an emergency (how to dial 999 and what to say)	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

EYFS and KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Drugs, alcohol and tobacco	
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>
	<p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>
	<p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>
	<p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
	<p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

Core Theme 2: Relationships

EYFS and KS1 Learning opportunities in Relationships	KS2 Learning opportunities in Relationships
Families and close positive relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3. about different types of families including those that may be different to their own	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong positive friendships; how positive friendships support wellbeing
R4. to identify common features of family life	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
R6. about how people make friends and what makes a good friendship	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
R7. about how to recognise when they or someone else feels lonely and what to do	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8. simple strategies to resolve arguments between friends positively	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
R9. how to ask for help if a friendship is making them feel unhappy	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
	R10. about the importance of friendships; strategies for building R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

	R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
	R13. the importance of seeking support if feeling lonely or excluded
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

EYFS and KS1 Learning opportunities in Relationships	KS2 Learning opportunities in Relationships
Managing hurtful behaviour and bullying	
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R11. about how people may feel if they experience hurtful behaviour or bullying	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R21. about discrimination: what it means and how to challenge it
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
R14. that sometimes people may behave differently online, including by pretending to be someone they are not	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R15. how to respond safely to adults they don’t know	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R26. about seeking and giving permission (consent) in different situations
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

EYFS and KS1 Learning opportunities in Relationships	KS2 Learning opportunities in Relationships
Respecting self and others	
R21. about what is kind and unkind behaviour, and how this can affect others	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R22. about how to treat themselves and others with respect; how to be polite and courteous	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R23. to recognise the ways in which they are the same and different to others	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R24. how to listen to other people and play and work cooperatively	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R25. how to talk about and share their opinions on things that matter to them	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Core Theme 3: Living in the Wider World

EYFS and KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. how people and other living things have different needs; about the responsibilities of caring for them	L2. to recognise there are human rights, that are there to protect everyone
L3. about things they can do to help look after their environment	L3. about the relationship between rights and responsibilities
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

EYFS and KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Communities	
L4. about the different groups they belong to	L6. about the different groups that make up their community; what living in a community means
L5. about the different roles and responsibilities people have in their community	L7. to value the different contributions that people and groups make to the community
L6. to recognise the ways they are the same as, and different to, other people	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

EYFS and KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Media literacy & digital resilience	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L11. recognise ways in which the internet and social media can be used both positively and negatively
L8. about the role of the internet in everyday life	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L9. that not all information seen online is true	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

EYFS and KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Economic wellbeing: Money	
L10. what money is; forms that money comes in; that money comes from different sources	L17. about the different ways to pay for things and the choices people have about this
L11. that people make different choices about how to save and spend money	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L13. that money needs to be looked after; different ways of doing this	L20. to recognise that people make spending decisions based on priorities, needs and wants
	L21. different ways to keep track of money

	L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and Emotions

EYFS and KS1 Learning opportunities in Living in the Wider World	KS2 Learning opportunities in Living in the Wider World
Economic wellbeing: Aspirations, work and career	
L14. that everyone has different strengths	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L16. different jobs that people they know or people who work in the community do	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)