

# Relationships and Health Education (RHE) 2022-2023

DfE Relationships and Health Education, IMatter, PSCH curriculum, Educational programmes: Revised EYFS framework 2021

Relationship Education							
Families and people who care for me							
By the end of primary school pupils should know:							
<ul style="list-style-type: none"> <li>•that families are important for children growing up because they can give love, security and stability.</li> <li>•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.</li> <li>•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.</li> <li>•that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>•that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>•how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the people in my life who love and care for me?</li> <li>• What are the differences and similarities between people?</li> <li>• What are the similarities between girls and boys?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is a family? Why are families important? Who is in a family? Are all families the same?</i></li> <li>• <i>Who can I talk to if I feel unhappy or unsafe?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What does a healthy relationship look like?</li> <li>• <i>What does being part of a family mean?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• Do boys and girls have different roles?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different relationships in my life?</li> <li>• <i>What should I do if I feel worried about a relationship in my life?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What happens in a loving relationship and what is forced marriage?</li> <li>• <i>Who should I contact if worried about another person's safety? (eg FGM, forced marriage, abusive relationships)</i></li> </ul>

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**Caring Relationships (Links to Social, Emotional Aspects of Learning SEAL Getting on and falling out)**

**By the end of primary school pupils should know:**

- 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.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• How does my behaviour affect others?</li> <li>• <i>What makes a friend?</i></li> <li>• <i>Why is it important to tell the truth?</i></li> <li>• <i>What ways can we show kindness to others?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is fair, unfair, kind and unkind?</li> <li>• <i>What qualities make a good friend?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Why is being equal important in relationships?</li> <li>• <i>How does a healthy friendship help us?</i></li> <li>• <i>Why is trustworthiness an important characteristic of friendship?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can you demonstrate mutual respect in a friendship?</i></li> <li>• <i>Why is generosity an important characteristic of friendship?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can you demonstrate loyalty in a friendship?</i></li> <li>• <i>Why is it important to speak out when a situation is making them feel uncomfortable?</i></li> <li>• <i>How do we manage conflict successfully?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do I recognise the signs of an unhealthy friendship? (including transition to Y7)</i></li> <li>• <i>How do I ask for support with problems and difficulties in friendship groups?</i></li> </ul>

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## Respectful relationships (Links to Social, Emotional Aspects of Learning SEAL Getting on and falling out)

### By the end of primary school pupils should know:

- 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.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual. Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• What are class rules (British values)?</li> <li>• <i>What is respect?</i></li> <li>• <i>Why is it important to respect all people, even if they are different to me?</i></li> <li>• <i>What is bullying? Who can help me if I am being bullied?</i></li> </ul> <p><i>Include cyberbullying</i></p>	<ul style="list-style-type: none"> <li>• What groups and communities am I part of?</li> <li>• What makes others happy</li> <li>• What is the difference between joking, teasing and bullying?</li> <li>• <i>What should I do if I am being bullied?</i></li> <li>• <i>What does it mean to be a bystander?</i></li> </ul> <p><i>Include cyberbullying</i></p>	<ul style="list-style-type: none"> <li>• <i>How can I show respect?</i></li> <li>• <i>What is self-respect?</i></li> <li>• <i>What are good manners?</i></li> <li>• <i>How can I show good manners?</i></li> <li>• <i>What should I do if I am being bullied?</i></li> <li>• <i>What should I do if I see bullying happening?</i></li> </ul> <p><i>Include cyberbullying</i></p>	<ul style="list-style-type: none"> <li>• What is the difference between my local British communities and global communities?</li> <li>• What is discrimination</li> <li>• <i>Why is it important to seek and give permission in a relationship?</i></li> <li>• What does courtesy mean? How can I be courteous to others?</li> <li>• How do I respond to dares?</li> <li>• <i>What should I do if I am being bullied?</i></li> <li>• <i>What should I do if I see bullying happening?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do I negotiate and compromise?</li> <li>• <i>What should I do if I am being bullied?</i></li> <li>• <i>What should I do if I see bullying happening?</i></li> </ul> <p><i>Include cyberbullying</i></p>	<ul style="list-style-type: none"> <li>• What is stereotyping?</li> <li>• <i>Why is it important to seek and give permission in a relationship?</i></li> <li>• <i>What should I do if I am being bullied?</i></li> <li>• <i>What should I do if I see bullying happening?</i></li> </ul> <p><i>Include cyberbullying</i></p>

**Online Relationships (Links to Computing)**

**By the end of primary school pupils should know:**

- 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.  
(N-Y2 can use: <https://www.childnet.com/resources/smartie-the-penguin>)
- 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.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <i>How do I keep myself safe online? Smartie the Penguin</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do I keep myself safe online? Smartie the Penguin</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can I show respect to other people when I am online?</i></li> <li>• <i>What do I do if I am worried when I am online?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can I keep safe online?</i></li> <li>• <i>Who and what can help me to stay safe online?</i></li> <li>• <i>Is everybody always who they seem online?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can I recognise some of the risks when I am online?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can I show respect to other people when I am online, including when we are anonymous?</i></li> <li>• <i>What are the risks if I am online friends with somebody I have never met?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who or what influences me?</i></li> <li>• <i>How do I stay safe on a mobile or tablet?</i></li> <li>• <i>Can I recognise harmful content and contact when I am online?</i></li> <li>• <i>Do I know how to report it?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can I recognise respect for others and for myself when I am online?</i></li> <li>• <i>What can I share online about other people?</i></li> <li>• <i>What can other people share online about me?</i></li> <li>• <i>What information and data is shared online about me?</i></li> </ul>

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## Being Safe

### By the end of primary school 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.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PANTS rule • Understand personal space. • Become more outgoing with unfamiliar people, in the safe context of their setting.	PANTS rule • Understand personal space. • Show resilience and perseverance in the face of challenge. • Manage their own needs.	PANTS rule • <i>What are the dos and don'ts of a good friendship?</i> • <i>What is a "tricky person"?</i>  <i>All lessons to include digital context and how to report/seek support</i>	PANTS rule • What is private? • What is the difference between good and bad secrets? • <i>When should a secret be shared?</i>  All lessons to include digital context and how to report/seek support	PANTS rule • What is personal space? • <i>What are "boundaries" (including online)?</i> • <i>What should I do if I am worried about a "tricky person"?</i>  All lessons to include digital context and how to report/seek support	PANTS rule • What is personal space? • <i>Should we always keep secrets?</i>  All lessons to include digital context and how to report/seek support	PANTS rule • What is unwanted touch? • How can I stay safe? (Safeguarding lesson for girls including FGM and safeguarding lesson for boys)  All lessons to include digital context and how to report/seek support	PANTS rule • What is personal space? • What sort of boundaries are appropriate in my digital friendships? • What is the difference between secrets that we share and secrets we keep?  All lessons to include digital context and how to report/seek support

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## Physical health and mental wellbeing

### Mental wellbeing

#### By the end of primary school pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are feelings? What makes me happy?</i></li> <li>• <i>How do different situations make me feel?</i></li> <li>• <i>What makes me happy and healthy? (mental and physical wellbeing)</i></li> <li>• <i>How does bullying make people feel? (include cyber-bullying)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between small feelings and big feelings?</li> <li>• <i>How can I recognise and talk about my feelings?</i></li> <li>• <i>What is the difference between small feelings and big feelings?</i></li> <li>• <i>How do I know if I my feelings are too big?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do my feelings affect my behaviour?</li> <li>• How can I manage my feelings?</li> <li>• <i>How can I get help with my feelings?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is resilience?</li> <li>• <i>What is isolation?</i></li> <li>• <i>How can I get help if I feel lonely or isolated?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is mental health?</li> <li>• <i>How can I look after my own mental health? (self-care)</i></li> <li>• <i>How can I get help if I am worried about my own mental health?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How can I challenge negative thoughts and feelings?</li> <li>• <i>How can I get help if I am worried about somebody else's mental health?</i></li> </ul>

## Internet safety and harms (Links to Computing)

### By the end of primary school pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing 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.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How does the internet help us in our everyday life?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can I keep my personal information safe online?</i></li> <li>• <i>Why is it important to set a time limit to how long I am online?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What are the ways we are communicating online?</li> <li>• <i>How does the time I spend online affect myself and others?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to have responsibility over my choices and actions when online?</li> <li>• <i>Why are there age restrictions on some computer games, social media and online gaming?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Is everything I see online a fact?</i></li> <li>• <i>How is my data used to target me?</i></li> <li>• How can I be happy being me? (body image)</li> </ul>	<ul style="list-style-type: none"> <li>• How can the internet positively and negatively affect our mental health?</li> <li>• Why is it important to be critical of the media online and offline?</li> <li>• <i>What concerns are there around the internet (trolling, harassment, online abuse, cyberbullying)?</i></li> <li>• <i>How do I report a concern or get help?</i></li> </ul>

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**Physical health and fitness (Links to Physical Education)**

**By the end of primary school pupils should know:**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Which activities keep me healthy?</i></li> <li>• <i>Why is physical activity important?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What do we mean by an active lifestyle?</i></li> <li>• <i>Why is it important to keep active?</i></li> <li>• <i>What should I do if I am worried about my health?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What do my daily and weekly routines look like?</i></li> <li>• <i>How can I be more active? How will this help me?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the physical and mental benefits of an active lifestyle?</i></li> <li>• <i>Where can I get support if I am worried about my health?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What are the risks of an inactive lifestyle?</i></li> <li>• <i>When should I seek support with my health?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How is my mental and physical wellbeing connected?</li> <li>• How do I keep physically healthy? (<i>impact of exercise on body functions</i>)</li> <li>• Can I plan and prepare a healthy meal?</li> </ul>

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### Healthy eating (Links to Design and Technology)

By the end of primary school pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- 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).

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Make healthy choices about food and drink.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>• What foods should I eat to help me stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I keep myself healthy?</li> <li>• <i>What is a healthy, balanced diet? (including planning a healthy meal)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is a healthy diet?</li> <li>• What is an unhealthy diet?</li> <li>• <i>What are the nutritional contents of my food?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is fuel for the body?</li> <li>• <i>What are calories? (including planning a meal based on suggested calorie intake)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to know about nutritional content of food?</li> <li>• <i>What are the risks of an unhealthy diet?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can food and drink change my behaviour?</i></li> </ul>

### Drugs, alcohol and tobacco (Links to Science)

By the end of primary school pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Make healthy choices about food and drink.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>• What are rules about household substances?</li> <li>• <i>How can medicines be used safely?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How can medicines be stored safely?</i></li> </ul>	<ul style="list-style-type: none"> <li>• What happens when I breathe smoke in the air?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I manage risks in my life?</li> <li>• What is self-control?</li> <li>• What is the difference between legal and illegal drugs?</li> <li>• Are all drugs harmful?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I respond to dares?</li> <li>• What are "habits"?</li> </ul>	<ul style="list-style-type: none"> <li>• How do drugs affect the mind and body?</li> <li>• How do I manage peer pressure?</li> </ul>

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## Health and prevention (Links to Science)

### By the end of primary school pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I look after my teeth?</li> <li>• Why is it important to wash my hands?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I prevent diseases spreading?</li> <li>• How do medicines help us when we are unwell?</li> </ul>	<ul style="list-style-type: none"> <li>• How do rules and law protect me?</li> <li>• How do I keep safe in the sun?</li> <li>• Why is personal hygiene important?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the rights of the child?</li> <li>• How do I make sure I sleep well?</li> <li>• How do I know if I’m physically ill?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we stop the spread of infection?</li> <li>• What does immunisation mean? Why do people get immunised against physical illnesses?</li> </ul>	<ul style="list-style-type: none"> <li>• What could be the early signs of physical illness? How can I get help if I am worried that I am physically ill?</li> <li>• What are the facts and science relating to allergies, immunisation and vaccination?</li> </ul>

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### Basic first aid

#### By the end of primary school pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is an emergency and what do I do?</li> <li>• What are the rules for keeping me safe at school and outside?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I keep safe at home?</li> <li>• What is my responsibility for keeping myself and others safe?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I recognise risks in my life?</li> <li>• What do I do in an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I manage risks in my life?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I do in an emergency?</li> <li>• How do I keep myself and the casualty safe while waiting for emergency services?</li> </ul>	<ul style="list-style-type: none"> <li>• What are basic emergency first aid skills? (Asthma attack, bleeding, broken bones, burns, choking, head injury, unresponsive and breathing, unresponsive and not breathing)</li> </ul>

### Changing adolescent body (Links to Science)

#### By the end of primary school pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the people in my life that love and care for me?</li> <li>• What are the differences and similarities between people?</li> <li>• What are the similarities between girls and boys?</li> </ul>	<ul style="list-style-type: none"> <li>• What is private? (body parts)</li> <li>• What happens when the body grows young to old?</li> <li>• How do we change when we grow up from baby to adult?</li> </ul>	<ul style="list-style-type: none"> <li>• What is personal space?</li> <li>• What does a healthy relationship look like?</li> <li>• Why is being equal important in relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• Do boys and girls have different roles?</li> <li>• What changes happen to my body?</li> <li>• What are the similarities between boys and girls? Body parts for girls and body parts for boys.</li> </ul>	<ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• What are the different relationships in my life?</li> <li>• What is unwanted touch?</li> <li>• Additional lesson (understanding FGM)</li> </ul>	<ul style="list-style-type: none"> <li>• What changes happen in my life?</li> <li>• What happens in a loving relationship (incl. marriage) and what is forced marriage?</li> <li>• Additional lesson (menstruation)</li> </ul>