

EYFS – Development Matters- Personal, Social and Emotional Development						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Marvellous Me</p> <p>Begin to seek out others to share experiences, turn taking, sharing. Separate from main adult with support and seek help from an adult when needed.</p>	<p>Let’s Celebrate</p> <p>Begin to form relationships with other children. Express preferences and needs. Begin to manage their own behaviour and actions. Know their immediate family</p>	<p>Once Upon a Rhyme</p> <p>Encourage others to join in with play. Begin to accept the needs of others and take turns and share with support. Demonstrate friendly behaviour. Develop confidence with unfamiliar people. Understand that all of their wishes may not be met. Talk about significant events, occupations and ways of life. Recognise special times or events.</p>		<p>Wonderful World</p> <p>Form good relationships with peers and family members. Talk confidently to adults and other children. Usually adapt to meet changes in routine. Initiate conversations and listen to others. Select activities and resources independently. Show an awareness of boundaries and behavioural expectations. Talk about differences and similarities in relations to friends and families. Begin to talk about family customs and routines.</p>	
Reception	<p>Marvellous Me</p> <p>Starting school – getting on with everyone, making relationships. Who is in my family? What makes them special? Create family tree.</p>	<p>Twinkle, Twinkle Little Star</p> <p>Dealing with feelings. Fire safety linked to Bonfire Night Discuss similarities between customs and traditions.</p>	<p>Once Upon a Time</p> <p>Self-confidence and self-awareness. Identify personal qualities. Share positive experiences. Recognise and enjoy own and other success.</p>	<p>People who help us.</p> <p>Healthy eating Exercise Healthy life choices.</p>	<p>Secret Garden</p> <p>Managing feelings and behaviour.</p>	<p>Wild Things</p> <p>Relationships and transition to year 1. Positive friendships. Share worries about transition.</p>

Key Stage One and Two – Personal, Social, Health and Economic Education						
Topic Titles						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our Friends	Respectful Relationships	Healthy Lifestyle	Our Family	Looking After Me	Looking After Me
Year 2	Our Friends and Family/ Being Safe		Healthy Lifestyles		Looking After Ourselves	
Year 3	Caring Friendships and Respectful Relationships.	Families and People who Care for Me/ Being Safe	Mental Well Being	Physical Health and Fitness Drugs, alcohol and tobacco	Health Prevention	Internet Safety and Harm
Year 4	Friendships and Managing Feelings within friendships. Internet Safety and Harm.	Mental Health including Well-Being Week.	Drugs/ Medicines Healthy Diets	First Aid Respectful Relationships	Sun/ Water Safety Caring Relationships	Personal Hygiene Dental Hygiene
Year 5	Online Safety Safe online Relationships Internet Safety and Harms	Mental Well Being (Including well-being week and Anti Bullying Week).	Drugs, alcohol and tobacco. Physical Health and Fitness.	Healthy Eating	Families and people who care for me. Caring Friendships.	Respectful Relationships Changing Adolescent Body.
Year 6	New Beginnings	Getting On and FallingOut.	Dealing with Feelings	Drugs Education	Keeping Safe	Growing Up and Relationships Parent Meetings to share content prior to some lessons.

The statutory health education and relationship education learning objectives for each of these units can be found on the grid below:

Autumn 1	Spring 1	Summer 1
Autumn 2	Spring 2	Summer 2

Statutory Health Education						
Health Education (physical health and mental wellbeing)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental wellbeing						
that mental wellbeing is a normal part of daily life, in the same way as physical health.				N/A		
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.				N/A		N/A
simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.				N/A		
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.				N/A		N/A
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.						N/A
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 resolve if the right support is made available and accessed, especially if accessed early enough	N/A	N/A		N/A		N/A
Health Education (physical health and mental wellbeing)						
Internet safety and harms						
that for most people the internet is an integral part of life and has many benefits.	ICT	ICT	ICT	ICT	ICT	ICT
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	ICT	ICT	ICT	ICT	ICT	ICT
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	ICT	ICT	ICT	ICT	ICT	ICT
why social media, some computer games and online gaming, for example, are age restricted.	ICT	ICT	ICT	ICT	ICT	ICT
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.	ICT	ICT	ICT	ICT	ICT	ICT
how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted	ICT	ICT	ICT	ICT	ICT	ICT
where and how to report concerns and get support with issues online?	ICT	ICT	ICT	ICT	ICT	ICT
Health Education (physical health and mental wellbeing)						
Physical health and fitness						
the characteristics and mental and physical benefits of an active lifestyle.					N/A	Science
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.						Science
the risks associated with an inactive lifestyle (including obesity).						Science
how and when to seek support including which adults to speak to in school if they are worried about their health				N/A	N/A	Science

Health Education (physical health and mental wellbeing)						
Healthy eating						
what constitutes a healthy diet (including understanding calories, and nutritional content).			Science			Science
the principles of planning and preparing a range of healthy meals.			Science			Science
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).			Science			
Health Education (physical health and mental wellbeing)						
Drugs, alcohol and tobacco						
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	N/A					
Health Education (physical health and mental wellbeing)						
Health and prevention						
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	N/A	N/A		N/A	N/A	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.					N/A	N/A
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					N/A	N/A
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.					N/A	N/A
about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.					N/A	N/A
The facts and science relating to immunisation and vaccination.**	N/A	N/A	N/A	Flu Jab	N/A	
Health Education (physical health and mental wellbeing)						
Basic first aid						
know how to make a clear and efficient call to emergency services if necessary.			N/A	Fire Safety Water Safety-Summer 1		
concepts of basic first-aid, for example dealing with common injuries, including head injuries.	N/A		N/A		N/A	
	N/A	N/A	N/A	N/A	N/A	N/A
Health Education (physical health and mental wellbeing)						
Changing adolescent body						
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	N/A	N/A	N/A			
about menstrual wellbeing including the key facts about the menstrual cycle	NA	N/A	N/A			

Relationships Education	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me						
that families are important for children growing up because they can give love, security and stability.				N/A		N/A
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.			N/A	N/A		N/A
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 for them.				N/A		N/A
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.				N/A		N/A
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		N/A		N/A		N/A
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.						N/A
Relationships Education						
Caring friendships						
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, 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.				N/A		
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, how to manage these situations and how to seek help or advice from others, if needed.				N/A		
Relationships Education						
Respectful relationships						
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.	Ethos	Ethos	Ethos	Ethos	Ethos	Ethos
the importance of self-respect and how this links to their own happiness.						N/A
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.						
Relationships Education						
Online relationships						
that people sometimes behave differently online, including by pretending to be someone they are not.	ICT	ICT	ICT	ICT	ICT	ICT
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.	ICT	ICT	ICT	ICT	ICT	ICT
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	ICT	ICT	ICT	ICT	ICT	ICT
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	ICT	ICT	ICT	ICT	ICT	ICT
how information and data is shared and used online.	ICT	ICT	ICT	ICT	ICT	ICT

Relationships Education						
Being safe						
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).						N/A
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.						N/A
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	N/A				N/A	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.						
How to recognise and report feelings of being unsafe or feeling bad about any adult					N/A	
how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.						N/A
how to report concerns or abuse, and the vocabulary and confidence needed to do so					N/A	N/A
where to get advice from e.g. family, school and/or other sources.						N/A