

Please note: While individual lessons introduce aspects of the statutory content, they do not cover everything on their own. By teaching all the lessons listed in the resources section, schools will ensure that the full statutory content is met.

Schools may also choose to build on this content further, depending on the safeguarding needs and context of their pupils and wider community.

EYFS lessons that align with the statutory guidance content have also been included within this document as we recognise that some schools may use these resources within split year group classes or with different cohorts.

You can find the Relationships and sex education (RSE) and health education statutory guidance at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Key:

Relationships

Keeping Safe

Understanding
the Law

Wellbeing

Passport

General wellbeing		
Statutory curriculum content	Resources	
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.	Year 2	What does it mean to be healthy?
		How can I look after my body?
		Why is sleep important?
		When do I need to take a break?
		Why are relationships important?
	Year 3	What am I good at?
	Year 4	How do my choices help me to be healthy?
		What are healthy habits?
	Year 5	How might my activity levels impact the way I feel?
	Year 6	How can I seek support for my mental health?
The importance of promoting general wellbeing and physical health.	KS1	Self Worth Passport lesson
	KS2	Self Worth Passport lesson
	Year 1	How can I share my feelings?
	Year 2	What does it mean to be healthy?
		How can I look after my body?
		Why is sleep important?
		When do I need to take a break?
	Year 3	What is mental health?
		What words can I use to talk about my feelings?
	Year 4	How do my choices help me to be healthy?
		What are healthy habits?
	Year 5	How might my activity levels impact the way I feel?
	Year 6	How can I seek support for my mental health?
	KS1	Resilience Passport lesson
	KS2	Resilience Passport lesson
	Assembly	Children's Mental Health Week

General wellbeing (continued)		
Statutory curriculum content	Resources	
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.	EYFS	What can I do if I'm feeling big emotions?
	Year 1	What do feelings feel like?
		How can I share my feelings?
	Year 2	How can I deal with change?
	Year 3	What is mental health?
		What words can I use to talk about my feelings?
		How can intense feelings feel?
	Year 5	How might puberty impact the way I feel?
		How might being online impact the way I feel?
		How might school impact the way I feel?
	Year 6	How can I seek support for my mental health?
		How can I reframe my thinking?
		What is grief?
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	EYFS	What are emotions? Passport lesson
	Assembly	Children's Mental Health Week
	EYFS	What can I do if I'm feeling big emotions?
	Year 1	What do feelings feel like?
		How can I share my feelings?
		How can I be an empathy expert?
		What if my friends are making me feel sad?
		Why is name calling unkind?
	Year 2	How can I deal with change?
	Year 3	How can I share my worries?
		What is mental health?
		What words can I use to talk about my feelings?
		What can intense feelings feel like?
	Year 4	What is a healthy friendship?
	Year 5	How might puberty impact the way I feel?
		How might being online impact the way I feel?
		How might school impact the way I feel?
	Year 6	How can I seek support for my mental health?
		How can I manage moving to high school positively?
		How can I reframe my thinking?
		What is grief?

General wellbeing (continued)		
Statutory curriculum content	Resources	
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	EYFS	What are consequences?
	Year 1	What do feelings feel like?
	Year 3	What can intense feelings feel like?
	Year 6	How can I seek support for my mental health?
		How can I reframe my thinking?
That isolation and loneliness can affect children, and the benefits of seeking support.	Year 1	How can I share my feelings?
		What if my friends are making me feel sad?
		How can I make friends?
	Year 2	Why are relationships important?
	Year 3	How can I share my worries?
	Year 4	What is a healthy friendship?
	Year 6	How can I seek support for my mental health?
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Year 1	What if my friends are making me feel sad?
		What is bullying?
		Why are safe hands important?
		Why is name calling unkind?
	Year 2	How can I keep safe online?
	Year 3	What is bullying?
		How can I share my worries?
	Year 4	What is a healthy friendship?
	Year 5	How do words have power?
		What can and can't I do on the internet?
		How might being online impact the way I feel?
	Year 6	How can I seek support for my mental health?
	Assembly	Anti-Bullying Week
		Keeping Safe Online
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.	Year 2	How can I deal with change?
	Year 6	How can I manage moving to high school positively?
		How can I get ready for secondary relationships?
		What is grief?
	EYFS	What is resilience? Passport lesson
	KS1	Resilience Passport lesson
	KS2	Resilience Passport lesson

General wellbeing (continued)		
Statutory curriculum content	Resources	
Where and how to seek support (including recognising the triggers for seeking support), including who 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). <i>All lessons include a safeguarding slide allowing schools to signpost support.</i>	EYFS	How can adults at school help me?
	Year 1	How can I share my feelings?
	Year 2	How do I share family worries?
	Year 3	How can I share my worries?
		What is mental health?
		What words can I use to talk about my feelings?
		What can intense feelings feel like?
		Who are my key people?
	Year 5	How might being online impact the way I feel?
		How might school impact the way I feel?
	Year 6	How can I seek support for my mental health?
That it is common to experience mental health problems, and early support can help.	Year 1	How can I share my feelings?
		What do feelings feel like?
	Year 3	How can I share my worries?
		What is mental health?
		What words can I use to talk about my feelings?
		What can intense feelings feel like?
	Year 5	How might being online impact the way I feel?
		How might school impact the way I feel?
	Year 6	How can I seek support for my mental health?
	Assembly	Children's Mental Health Week
Online wellbeing		
Statutory curriculum content	Resources	
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.	Year 2	What is the internet?
		How can I keep safe online?
		When do I need to take a break?
	Year 5	How might being online impact the way I feel?
		What can and can't I do on the internet?
		What is media literacy?
	Assembly	Keeping Safe Online
		How can we be responsible with AI?

Online wellbeing		
Statutory curriculum content	Resources	
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.	Year 2	How can I keep safe online?
	Year 5	How might being online impact the way I feel?
		What are online friendships?
		How can we use our phones sensibly?
		What is grooming?
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.	Year 2	When do I need to take a break?
	Year 4	What are healthy habits?
		How do my choices help me to be healthy?
	Year 5	How might being online impact the way I feel?
		How might my activity levels impact the way I feel?
		How can we use our phones sensibly?
	Assembly	Keeping Safe Online
		How can we be responsible with AI?
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Year 1	What is bullying?
	Year 3	What is bullying?
	Year 5	What are online friendships?
		What can and can't I do on the internet?
		How can we use our phones sensibly?
	Assembly	How can we be responsible with AI?
		Anti-Bullying Week
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Year 2	What is the internet?
		How can I keep safe online?
		Why does age matter?
	Year 5	What can and can't I do on the internet?
		What is gambling?
	Year 6	Why does media have age restrictions?
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Year 2	What are the risks of video gaming?
	Year 5	What is gambling?

Online wellbeing (continued)		
Statutory curriculum content	Resources	
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.	Year 2	What is the internet?
		How can I keep safe online?
	Year 5	How can we use our phones sensibly?
		What are deep fakes?
		What is media literacy?
	Assembly	Keeping Safe Online
		How can we be responsible with AI?
	KS1	Informed Decision Making Passport lesson
		Fact Finding Passport lesson
	KS2	Informed Decision Making Passport lesson
		Fact Finding Passport lesson
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. <i>All lessons include a safeguarding slide allowing schools to signpost support.</i>	Year 1	What is bullying?
		How can I share my feelings?
	Year 3	How can I share my worries?
		What is bullying?
	Year 5	What are online friendships?
		What can and can't I do on the internet?
		How can we use our phones sensibly?
	Year 6	How can I seek support for my mental health?
	Assembly	How can we be responsible with AI?
		Anti-Bullying Week
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Year 5	What is media literacy?
	Assembly	How can we be responsible with AI?
That they have rights in relation to sharing personal data, privacy and consent.	Year 1	What is private information?
	Year 2	What is the internet?
		How can I keep safe online?
	Year 5	How can we use our phones sensibly?
	Year 6	How is my data shared?
Where and how to report concerns and get support with issues online.	Year 1	How can I share my feelings?
	Year 2	What is the internet?
		How can I keep safe online?
	Year 3	How can I share my worries?
	Year 5	How might being online impact the way I feel?
		What is grooming?
	Year 6	How can I seek support for my mental health?

Physical health and fitness			
Statutory curriculum content	Resources		
The characteristics and mental and physical benefits of an active lifestyle.	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
	Year 5		How might my activity levels impact the way I feel?
The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	EYFS		How does exercise help me?
	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
Year 5		How might my activity levels impact the way I feel?	
The risks associated with an inactive lifestyle, including obesity.	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
	Year 5		How might my activity levels impact the way I feel?
	KS1		Informed Decision Making Passport lesson
	KS2		Informed Decision Making Passport lesson
How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
			What is my body trying to tell me?
Healthy eating			
Statutory curriculum content	Resources		
What constitutes a healthy diet (including understanding calories and other nutritional content).	EYFS		How does food help me?
	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
			Why is food fuel?
	KS1		Informed Decision Making Passport lesson
	KS2		Informed Decision Making Passport lesson

Healthy eating (continued)			
Statutory curriculum content	Resources		
Understanding the importance of a healthy relationship with food.	Year 2		What does it mean to be healthy?
			How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
			Why is food fuel?
The principles of planning and preparing a range of healthy meals.	Year 2		What does it mean to be healthy?
	Year 4		How do my choices help me to be healthy?
			Why is food fuel?
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).	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
			Why is food fuel?
	Year 5		How can drugs and alcohol make people feel?
Drugs, alcohol and tobacco			
Statutory curriculum content	Resources		
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.	Year 5		What do I know about drugs?
			How can drugs and alcohol make people feel?
	Year 6		What does the law say about drugs?
			What is spiking?
			What is the issue with addiction (vaping/smoking)?
			What does the law say about legal drugs?
Health protection and prevention			
Statutory curriculum content	Resources		
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Year 2		When do I need to take a break?
	Year 4		What is my body trying to tell me?
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 2		How can I look after my body?
	Year 4		How do my choices help me to be healthy?
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.	Year 2		Why is sleep important?
			What does it mean to be healthy?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?

Health protection and prevention (continued)			
Statutory curriculum content	Resources		
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.	Year 2		How can I look after my body?
	Year 4		How do my choices help me to be healthy?
			What are healthy habits?
			Why is food fuel?
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	EYFS		How can I be a germ buster?
	Year 2		How can I look after my body?
	Year 4		How can I be a hygiene hero?
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.	Year 3		How can vaccinations support our health?
	KS1		Fact Finding Passport lesson
	KS2		Fact Finding Passport lesson
Personal safety			
Statutory curriculum content	Resources		
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	EYFS		How can I keep safe at home?
			How can I keep safe at school?
	Year 1		How can I stay safe in new places?
			How can I use things at home safely?
	Year 2		What is fire safety?
			What are medicines?
	Year 3		What do we mean by risk?
	Year 4		How can I keep safe in my local area?
			How can we keep safe on the road?
			What are hazards in the home?
	Year 5		What do I know about drugs?
			How can we keep our things safe?
			What are the risks with money?
			How can drugs and alcohol make people feel?
			What is grooming?
	Year 6		What is the issue with addiction (vaping/smoking)?
			Bonfire Night lesson
			What is a weapon?
			What does the law say about legal drugs?
	EYFS		What is risk? Passport lesson
	KS1		Understanding Risk Passport lesson
	KS2		Understanding Risk Passport lesson

Personal safety(continued)			
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Year 4		How can we keep safe on the road?
	KS1		Understanding Risk Passport lesson
	KS2		Understanding Risk Passport lesson
	Assembly		Summer Water Safety
			Winter Water Safety
		Railway Safety	
Basic First Aid			
Statutory curriculum content	Resources		
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Year 1		What is 999?
	Year 3		What are emergency services?
			What are emergency situations?
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Year 4		What is first aid?
Developing bodies			
Statutory curriculum content	Resources		
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Year 5		How might puberty impact the way I feel?
	KS1		Future Planning Passport lesson
	KS2		Future Planning Passport lesson
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Year 2		What are private body parts?
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.	Year 5		How might puberty impact the way I feel?

Families and people who care for me		
Statutory curriculum content	Resources	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Year 1	Who are my trusted adults?
		How can I share my feelings?
	Year 2	What is a family?
	Year 3	Who are my key people?
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.	Year 5	Why are our special people important?
	Year 1	Who are my trusted adults?
	Year 2	What is a family?
	Year 3	Who are my key people?
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.	Year 5	Why are our special people important?
	Year 2	How are we the same, how are we different?
		What is a family?
	Year 4	What is diversity?
	Year 5	Why are our special people important?
	Year 6	How can we respect different relationships?
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	KS1	Respect Passport lesson
	KS2	Respect Passport lesson
	Year 1	Who are my trusted adults?
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 3	Who are my key people?
	Year 5	Why are our special people important?
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 6	What does the law say about marriage?
	Year 1	Who are my trusted adults?
		What if my friends are making me feel sad?
		How can I share my feelings?
	Year 2	How do I share family worries?
	Year 3	How can I share my worries?
		When should I break a secret?

Caring friendships		
Statutory curriculum content	Resources	
How important friendships are in making us feel happy and secure, and how people choose and make friends.	EYFS	How can I be a good friend?
		How can I make other children feel happy?
	Year 1	How can I make friends?
	Year 4	What is a healthy friendship?
	Year 5	What are online friendships?
	Year 6	How can I get ready for secondary relationships?
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	EYFS	How can I be a good friend?
		How can I make other children feel happy?
	Year 1	What is bullying?
		What if my friends are making me feel sad?
	Year 4	What is a healthy friendship?
	KS1	Empathy Passport lesson
		Respect Passport lesson
	KS2	Empathy Passport lesson
		Respect Passport lesson
	Assembly	Anti-Bullying Week
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.	Year 1	What do feelings feel like?
		How can I make friends?
		What if my friends are making me feel sad?
	Year 6	How can I get ready for secondary relationships?
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.	EYFS	How can I be a good friend?
		How can I make other children feel happy?
	Year 4	What is a healthy friendship?
	KS1	Respect Passport lesson
	KS2	Respect Passport lesson
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Year 1	What if my friends are making me feel sad?
	Year 3	How should we treat people?
		What can I do when friendships go wrong?
	Year 4	What is a healthy friendship?
How to manage conflict, and that resorting to violence is never right.	EYFS	How can I play nicely with others?
		What can I do if I'm feeling big emotions?
	Year 1	What is bullying?
	Year 3	How should we treat people?
		What is bullying?
		How can I share my worries?
	Assembly	Anti-Bullying Week

Caring friendships (continued)		
Statutory curriculum content	Resources	
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	EYFS	How can I play nicely with others?
	Year 1	What if my friends are making me feel sad?
	Year 3	How can I share my worries?
		When should I break a secret?
		What words can I use to talk about my feelings?
	Year 4	What is peer influence?
	Year 5	What is peer pressure?
	Assembly	Anti-Bullying Week
Respectful, kind relationships		
Statutory curriculum content	Resources	
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	EYFS	How can I play nicely with others?
	Year 1	How can I be an empathy expert?
	Year 2	How can I work with different people?
	Year 3	How should we treat people?
	Year 6	What is my relationship with authority?
	EYFS	What is empathy? Passport lesson
	KS1	Empathy Passport lesson
		Respect Passport lesson
	KS2	Empathy Passport lesson
		Respect Passport lesson
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	EYFS	How can I play nicely with others?
	Year 1	What if my friends are making me feel sad?
	Year 2	What are private body parts?
	Year 3	When should I break a secret?
		What do we mean by consent in friendships?
		What is a healthy friendship?
	Year 4	What is peer influence?
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.	Year 5	What are my personal boundaries?
	EYFS	What can I do if I'm feeling big emotions?
	Year 1	What if my friends are making me feel sad?
		How can I share my feelings?
	Year 3	What words can I use to talk about my feelings?
		How can I share my worries?
		What can I do when friendships go wrong?
	Year 5	What are my personal boundaries?
	Year 6	What is a debate?

Respectful, kind relationships (continued)		
Statutory curriculum content	Resources	
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.	Year 1	How can I speak up?
	Year 4	What is peer influence?
	Year 5	What are my personal boundaries?
	EYFS	What is self worth? Passport lesson
	KS1	Self Worth Passport lesson
	KS2	Self Worth Passport lesson
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.	EYFS	How can I be a good friend?
	Year 1	Why are safe hands important?
		How can I be an ally?
	Year 2	How are we the same, how are we different?
	Year 3	How should we treat people?
	Year 4	What is discrimination?
		What is diversity?
		What are protected characteristics?
	Year 5	How do words have power?
	Year 6	How can we challenge sexism?
		How can we be allies against racism?
		How can we respect different relationships?
	EYFS	What is respect? Passport lesson
	KS1	Respect Passport lesson
	KS2	Respect Passport lesson
	Assembly	Anti-Bullying Week
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	EYFS	How can I be a good friend?
		How can I make other children feel happy?
		How can I play nicely with others?
	Year 1	How can I make friends?
		What if my friends are making me feel sad?
		How can I be an empathy expert?
	Year 2	How can I work with different people?
	Year 3	What can I do when friendships go wrong?
	Year 4	What is a healthy friendship?
	Year 5	How can my adult relationships affect my future?
	Year 6	What is my relationship with authority?
		How can I get ready for secondary relationships?

Respectful, kind relationships (continued)		
Statutory curriculum content	Resources	
The conventions of courtesy and manners.	EYFS	How can I play nicely with others?
	Year 1	Why is name calling unkind?
		Why have different rules in different places?
	Year 2	How can I work with different people?
	Year 3	How should we treat people?
		How can I be a responsible citizen?
	Year 4	How does school build my character?
	Year 5	How do words have power?
	KS1	Empathy Passport lesson
		Respect Passport lesson
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.	KS2	Empathy Passport lesson
		Respect Passport lesson
	Year 1	What makes me special?
	Year 3	What am I good at?
	Year 4	How can we be role models?
		What can I be?
		How does school build my character?
	Year 5	What is my personal identity?
	Year 6	What does adulthood look like?
	KS1	Self Worth Passport lesson
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.	KS2	Self Worth Passport lesson
	Assembly	Children's Mental Health Week
	EYFS	How can I play nicely with others?
	Year 1	Why is name calling unkind?
		What is bullying?
		How can I be an ally?
	Year 3	What is bullying?
		How can I share my worries?
	Year 4	What is peer influence?
	Year 5	How do words have power?
		How can we use our phones sensibly?
		What can and can't I do on the internet?
	KS1	Empathy Passport lesson
		Respect Passport lesson
	KS2	Empathy Passport lesson
		Respect Passport lesson
	Assembly	Anti-Bullying Week

Respectful, kind relationships (continued)		
Statutory curriculum content	Resources	
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Year 4	What is discrimination?
		What is diversity?
		What is hate crime?
	Year 6	How can we challenge sexism?
		How can we be allies against racism?
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	EYFS	How can adults at school help me?
		Who are the police and how do they help us?
	Year 1	How can I speak up?
		Who are my trusted adults?
	Year 2	How do I share family worries?
	Year 3	What words can I use to talk about my feelings?
		How does school help me?
		How can I share my worries?
		When should I break a secret?
Online safety and awareness		
Statutory curriculum content	Resources	
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.	Year 3	When should I break a secret?
	Year 4	What is peer influence?
	Year 5	What are online friendships?
		What is grooming?
		How can we use our phones sensibly?
		What can and can't I do on the internet?
		How might being online impact the way I feel?
	KS1	Empathy Passport lesson
		Respect Passport lesson
	KS2	Empathy Passport lesson
		Respect Passport lesson
	Assembly	Keeping Safe Online
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.	Year 2	How can I keep safe online?
	Year 3	When should I break a secret?
	Year 5	What are online friendships?
		What is grooming?
		How can we use our phones sensibly?
		What are deep fakes?
	Assembly	Keeping Safe Online
How can we be responsible with AI ?		

Online safety and awareness (continued)			
Statutory curriculum content		Resources	
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Year 5		What can and can't I do on the internet?
			How might being online impact the way I feel?
			What is grooming?
			What are online friendships?
	Year 6		Why does media have age restrictions?
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Year 1		What is private information?
	Year 5		What are online friendships?
			What is grooming?
			How can we use our phones sensibly?
	Assembly		Keeping Safe Online
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Year 1		What is private information?
	Year 2		How can I keep safe online?
	Year 5		How might being online impact the way I feel?
	Assembly		Keeping Safe Online
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Year 2		How can I keep safe online?
	Year 5		What can and can't I do on the internet?
			What are deep fakes?
			What is media influence?
	Year 6		Why does media have age restrictions?
	Assembly		How can we be responsible with AI ?
Being safe			
Statutory curriculum content		Resources	
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	EYFS		How can I play nicely with others?
			How can I play safely?
	Year 1		Why are safe hands important?
			What is private information?
	Year 2		How can I work with different people?
			What are private body parts?
	Year 3		What do we mean by consent in friendship?
	Year 4		What is a healthy friendship?
	Year 5		What is peer pressure?
			What are my personal boundaries?
	Assembly		Keeping Safe Online

Being safe (continued)		
Statutory curriculum content	Resources	
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	EYFS	How can adults at school help me?
	Year 1	What is private information?
	Year 2	How do I share family worries?
	Year 3	How can I share my worries?
		When should I break a secret?
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	EYFS	How can I play nicely with others?
	Year 1	Why are safe hands important?
	Year 2	What are private body parts?
		What do we mean by consent in friendship?
	Year 5	What are my personal boundaries?
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	EYFS	How can adults at school help me?
		Who are the police and how do they help us?
	Year 1	Who are my trusted adults?
	Year 2	What different types of meetings are there?
		Who makes up my community?
	Year 4	Who do I encounter?
		What is grooming?
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	EYFS	How can adults at school help me?
		Who are the police and how do they help us?
	Year 1	What is bullying?
		Who are my trusted adults?
	Year 3	Who are my key people?
		What is bullying?
	Year 4	Who do I encounter?
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.	EYFS	How can adults at school help me?
		Who are the police and how do they help us?
	Year 1	How can I speak up?
		How can I share my feelings?
	Year 2	How do I share family worries?
		How can I keep safe online?
	Year 3	How can I share my worries?
		What words can I use to talk about my feelings?
	Year 5	How might school impact the way I feel?
		How might being online impact the way I feel?

Being safe (continued)		
Statutory curriculum content	Resources	
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.	EYFS	How can adults at school help me?
		Who are the police and how do they help us?
	Year 1	How can I speak up?
		Who are my trusted adults?
		How can I share my feelings?
		What is 999?
		What do the police do?
	Year 2	How do I share family worries?
	Year 3	What words can I use to talk about my feelings?
		How can I share my worries?
		Who are my key people?