Progression of Knowledge & Skills- The Story Project

Statutory- Black

Non Statutory- Red

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Families and people who care for me		That families are important for children growing up because they can give love, security and stability. (Luna loves library day) 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	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. (My big fantastic family)	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. (Grandad's camper)	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. (Ossiri and the bala mengro)	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (The proudest blue)	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. (The colour thief) That the families of other children,	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Sunny side up)

		together and sharing each other's lives. (Luna loves Library day) 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. (Luna loves library day)

That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (Luna loves library day and The new small person) | 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. (My big fantastic family)

About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes (My big fantastic family) | 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. (Grandad's camper) | 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. (Ossiri and the bala mengro)

That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (Ossiri and bala Mengro)

How to recognise if family relationships are making them | | 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. (Mum and Dad glue)

That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Ritu marries Chandni) | |

					feel unhappy or unsafe, and how to seek help or advice from others if needed. (On a magical no money day)			
Caring Friendships		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. (The new small person) The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences,	How important friendships are in making us feel happy and secure, and how people choose and make friends. (The friendship bench) 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	How important friendships are in making us feel happy and secure, and how people choose and make friends. (The girl who never made mistakes) 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	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. (The hundred dresses, Ossiri and the bala Mengro) That not every child will have the friends they would like at all times, that most people	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. (This moose belongs to me) How to manage conflict, and that resorting to violence is never right. (This moose belongs to me)		How to manage conflict, and that resorting to violence is never right. (Marcus Rashford)

		and support with problems and difficulties. (The Jar of Happiness and Barbara throws a wobbler)	friendships. (The friendship bench)

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. (The friendship bench)

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 | friendships. (the girl who never made mistakes and The girl at the front of class)

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. (the girl who never made mistakes and The girl at the front of class)

The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, | feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (Ruby's worry)

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. (Ossiri and the bala mengro, The hundred dresses)

How to manage conflict, and that resorting to violence is never | How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (The tunnel) | | |

			difficulties. (The friendship bench) How to manage conflict, and that resorting to violence is never right. (Angry Arthur) How to manage conflict, and that resorting to violence is never right. (The friendship bench)	generosity, trust, sharing interests and experiences, and support with problems and difficulties. (the girl who never made mistakes and The girl at the front of class) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. (The girl at the front of class) How to manage conflict, and that resorting to violence is never right. (Ravi's Roar)	right. (The hundred dresses)			

				How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (The girl at the front of class and the girl who never made mistakes)				
Respectful Kind relationships		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. (Here we are)	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (Peace at last) Practical steps they can take and skills they can develop in a range of different contexts to improve or support their	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. (The girl at the front of class)	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. (On a magical no money day)	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (This moose belongs to me) How to communicate effectively and manage conflict with kindness and respect; how to be assertive and	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. (Mum and Dad glue)	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (Sunny side up) Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely

		The conventions of courtesy and manners. (Luna loves library day and Barbra throws a Wobbler)	relationships. (Peace at last) The conventions of courtesy and manners. (Peace at last, Morris the mankiest monster) 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 (Look up)	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. (Ravi's roar, the girl at the front of class) Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. (The	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. (On a magical no money day) Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. (The hundred dresses)	express needs and boundaries; how to manage feelings, including disappointment and frustration. (This moose belongs to me) 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. (This moose belongs to me) That they can expect to be treated with respect by others,	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. (The colour thief, the boy who grew flowers Ritu weds Chandni) The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their	the difference between being kind to other people and neglecting your own needs. (Sunny side up) 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. (Marcus Rashford, Mary Earps)

				girl at the front of class)

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 (the girl who never made mistakes)

How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. | 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. (The hundred dresses)

How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

(Ruby's worry) | 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. (Proudest blue, Mama miti)

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. (Mama miti)

The conventions of courtesy and manners. (This | own self-esteem and build a strong sense of their own identity, including through developing skills and interests (The boy who grew flowers, Ada's Violin)

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. (The boy who grew flowers) | 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 (finding my voice, Mary Earps, Marcus Rashford)

The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to |

				(The girl at the front of class)		moose belongs to me, Mama Miti)		get help. (Marcus Rashford)
						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. (the proudest blue)		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (Mary Earps)

		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. (The jar of Happiness and Barbra throws a Wobbler))						

Online Safety and Awareness				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. (Chicken Clicking) That there is a minimum age for joining social media sites		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. (penguin pig, the tunnel) How to critically evaluate their online relationships and sources of information, including awareness of the risks associated		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. (Marcus Rashford) How to critically evaluate their online relationships and sources of information, including awareness of the

				(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. (Chicken Clicking) The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (Chicken Clicking)		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. (Penguin Pig) 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		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. (Marcus Rashford) The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect

						strangers, including other children and adults. (Penguin Pig)		information online. (Marcus Rashford)
						The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (Penguin Pig)		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. (Marcus Rashford)
						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		

Being Safe					where it ends up. (Penguin pig)		
		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. (Here we are and Babra throws a wobbler) 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. (The new small person)	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. (Peace at last)	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. (Aliens love underpants) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (Aliens love underpants) How to recognise when a relationship is harmful or dangerous,	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (On a magical no money day, Ruby's worry) How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (Ruby's worry) How to report abuse, concerns about something seen online or experienced in real	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. (Penguin pig, this moose belongs to me) How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (Penguin pig, this moose belongs to me)	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (The colour thief, mum and dad glue) 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. (The colour thief) How to ask for advice or help for themselves or	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. (Sunny side up)

				including skills for recognising who to trust and who not to trust. (Aliens love underpants, the girl at the front of class and grandads camper) 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. (Chicken clicking, Aliens love underpants, Grandad's camper) How to ask for advice or help for themselves or	life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.(Ruby's worry)	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. (Penguin Pig)	others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (The colour thief, mum and dad glue)	

			others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (Aliens love underpants)					
General Well being		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. (The jar of Happiness) The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in	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. (Peace at last, Angry Arthur and the Friendship bench)	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. (The friendship bench, Grandad's camper) The importance of promoting general	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. (On a magical no money day, Ruby's worry, Ossiri and the bala mengro)	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. (The grand hotel of feelings, Mama Miti) The range and scale of emotions	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. (Ada's Violin) The importance of promoting general wellbeing and	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. (Marcus Rashford, Mary Earps, Finding my voice) The range and scale of emotions

		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. (The jar of Happiness and Babara throws a Wobbler) 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). (The Jar of Happiness)	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. (Peace at last) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Angry Arthur)	wellbeing and physical health. (Ravi's roar) 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. (Ravi's Roar, Grandad's camper) How to recognise feelings and use varied vocabulary	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. (On a magical no money day, Ruby's worry, It's a no money day) How to recognise feelings and use varied vocabulary to talk about their own and others'	(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. (The grand hotel of feelings) How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (the grand hotel of feelings)	physical health. (The colour thief) 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. (Mum and dad glue) How to recognise feelings and use varied vocabulary to talk about their own and others'	(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. (Finding my voice) How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (finding my voice) To recognise their individuality and

			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). (Angry Arthur)	to talk about their own and others' feelings. (Ravi's Roar)

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Ravi's Roar)

That isolation and loneliness can affect children, and the benefits of seeking support. (The girl at the front of class)

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. | feelings. (It's a no money day)

That isolation and loneliness can affect children, and the benefits of seeking support. (Ruby's worry)

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (The hundred dresses) | How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (The grand hotel of feelings)

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (The proudest blue) | feelings. (mum and dad glue)

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (The boy who grew flowers)

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 | personal qualities (Aaron Slater Illustrator, Making a baby)

About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes (Aaron Salter Illustrator)

To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (Aaron Slater Illustrator)

About how to manage setbacks/perceived failures, including how to |

				(Grandad's camper) 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). (Ravi's Roar) How to manage when finding things difficult (The girl who never made mistakes)		arising online). (The colour thief and mum and dad glue) That it is common to experience mental health problems, and early support can help. (The colour thief) To recognise their individuality and personal qualities (Ada's violin)	re-frame unhelpful thinking (Aaron Slater Illustrator)
Wellbeing Online			The benefits of limiting time spent online, the risks of excessive time	That for almost everyone the internet is an integral part of life.	Pupils should be supported to discuss how online relationships can	How to consider the impact of their online behaviour on others, and how		How to consider the impact of their online behaviour on others, and

			spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (Look up).	Pupils should be supported to think about positive and negative aspects of the internet. (Chicken Clicking)

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. (Chicken Clicking) | 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. (On a magical no money day)

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 | to recognise and display respectful behaviour online. (Penguin pig)

Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. (penguin pig)

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. (Penguin Pig) | | how to recognise and display respectful behaviour online. (Marcus Rashford)

That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (Marcus Rashford)

That they have rights in relation to sharing personal data, privacy and consent. (Marcus Rashford) |

| | | | | Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. (Chicken Clicking)

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. (Chicken Clicking) | their own and others' mental and physical wellbeing.

(On a magical no money day)

The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. (It's a no money day) | That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (Penguin Pig)

How to understand the information they find online, including from search engines, and know how information is selected and targeted. (Penguin Pig)

That they have rights in relation to sharing personal data, privacy and consent. (Penguin Pig) | | |

						Where and how to report concerns and get support with issues online. (Penguin Pig)	
Physical Health and Fitness		The characteristics and mental and physical benefits of an active lifestyle. (Here we are and Oliver's Vegetables) 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. (Oliver's Vegetables)	The characteristics and mental and physical benefits of an active lifestyle. (Morris the Mankiest Monster) 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. (Morris the Mankiest Monster)				The characteristics and mental and physical benefits of an active lifestyle. (Mary Earps) The principles of planning and preparing a range of healthy meals. (Mary Earps) 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

			The risks associated with an inactive lifestyle, including obesity. (Morris the Mankiest Monster How and when to seek support including which adults to speak to in school if they are worried about their health. (Morris the Mankiest Monster					health). (Sunny side up)
Healthy eating		What constitutes a healthy diet (including understanding calories and other nutritional content). (Oliver's Vegetables) The principles of planning and preparing a range of healthy meals. (Oliver's Vegetables)	What constitutes a healthy diet (including understanding calories and other nutritional content). (Morris the Mankiest Monster) Understanding the importance of a healthy relationship		What constitutes a healthy diet (including understanding calories and other nutritional content). (Faruq and Wiri wiri) Understanding the importance of a healthy relationship		

			with food. (Morris the Mankiest Monster) 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). (Morris the Mankiest Monster)		with food. (Faruq and the wiri wiri) The principles of planning and preparing a range of healthy meals. (Faruq and the wiri wiri)		
Drugs, Alcohol, tobacco and vaping							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. (Sunny side up)
Health Protection and Prevention		How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Here we are)	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. (Peace at last) About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular		How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Ruby's worry)	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Mama Miti)	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. (Pizza Face)	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. (Mary Earps) The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned

			checkups at the dentist. (Morris the Mankiest Monster) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Morris the Mankiest Monster)				with when vaccinations are offered to pupils. (Sunny side up)
Personal Safety			How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Look up!)		About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (Faruq and the wiri wiri) How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (On a	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (The tunnel) How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (The tunnel)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Sunny side up)

						magical no money day)			
Basic First Aid		How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (The new small person)				How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (The tunnel) Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. (The tunnel)			
Developing Bodies		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		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		About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and

		stage in this process. (The new small person)		are private and have skills to understand and express their own boundaries around these body parts. (Aliens love underpants)		puberty should be discussed as a stage in this process. (the grand hotel of feelings) 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. (The grand hotel of feelings) About the physical and emotional changes that	puberty should be discussed as a stage in this process. (Pizza Face) 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. (Pizza Face) The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of	puberty should be discussed as a stage in this process. (Making a baby) To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Making a baby) 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

						happen when approaching and during puberty (The grand feelings hotel)	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. (Pizza Face) About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (Pizza Face)	cared for (Making a baby)
Mental Health		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. (The jar of Happiness)					Strategies to manage transitions between classes and key stages(Finding my voice)