

## Essential Opportunities

By the end of KS2

Families and people who care for me:

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe:

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

Mental Wellbeing:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### Internet Safety and Harms:

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

#### Physical Health and Fitness:

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

#### Healthy eating:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### Drugs, Alcohol and Tobacco:

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

#### Health and Prevention:

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

#### Basic First Aid:

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

#### 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.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Essential Learning Objectives Year A		End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
C o r e S k i l	Relationships: Families and Friendships	• know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and	• what it means to be attracted to someone and different kinds of loving that people who love each other can be of any gender, ethnicity or faith

I s		<p>they care for them</p> <ul style="list-style-type: none"> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<p>in, including others, etc.</p> <ul style="list-style-type: none"> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>adoptive parents</p> <ul style="list-style-type: none"> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p>how it can make people feel or behave</p> <ul style="list-style-type: none"> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<ul style="list-style-type: none"> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>
	<p>Living in the Wider World: Belonging to a Community</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> </ul>	<ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community,</li> </ul>	<ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> </ul>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in</li> </ul>

			<ul style="list-style-type: none"><li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li></ul>	have rights and also responsibilities <ul style="list-style-type: none"><li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li></ul>	including through volunteering and work <ul style="list-style-type: none"><li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li></ul>	<ul style="list-style-type: none"><li>• how to show compassion for the environment, animals and other living things</li><li>• about the way that money is spent and how it affects the environment</li><li>• to express their own opinions about their responsibility towards the environment</li></ul>	different contexts and the influence they have on attitudes and understanding of different groups <ul style="list-style-type: none"><li>• how stereotypes are perpetuated and how to challenge this</li></ul>
Health and Wellbeing: Physical Health and Mental Wellbeing	<ul style="list-style-type: none"><li>• what it means to be healthy and why it is important</li><li>• ways to take care of themselves on a daily basis</li><li>• about basic hygiene routines, e.g. hand washing</li><li>• about healthy and unhealthy foods, including sugar intake</li><li>• about physical activity and how it keeps people healthy</li><li>• about different types of play, including balancing indoor, outdoor and screen-based play</li><li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li><li>• how to keep safe in the sun</li></ul>	<ul style="list-style-type: none"><li>• about routines and habits for maintaining good physical and mental health</li><li>• why sleep and rest are important for growing and keeping healthy</li><li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li><li>• the importance of, and routines for, brushing teeth and visiting the dentist</li><li>• about food and drink that affect dental health</li><li>• how to describe and share a range of feelings</li><li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li><li>• how to manage big feelings including those associated with change, loss and bereavement</li><li>• when and how to ask for help, and how to help others, with their feelings</li></ul>	<ul style="list-style-type: none"><li>• about the choices that people make in daily life that could affect their health</li><li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li><li>• what can help people to make healthy choices and what might negatively influence them</li><li>• about habits and that sometimes they can be maintained, changed or stopped</li><li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li><li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li><li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li></ul>	<ul style="list-style-type: none"><li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li><li>• what good physical health means and how to recognise early signs of physical illness</li><li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li><li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li><li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li></ul>	<ul style="list-style-type: none"><li>• how sleep contributes to a healthy lifestyle</li><li>• healthy sleep strategies and how to maintain them</li><li>• about the benefits of being outdoors and in the sun for physical and mental health</li><li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li><li>• how medicines can contribute to health and how allergies can be managed</li><li>• that some diseases can be prevented by vaccinations and immunisations</li><li>• that bacteria and viruses can affect health</li><li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li><li>• to recognise the shared responsibility of keeping a</li></ul>	<ul style="list-style-type: none"><li>• that mental health is just as important as physical health and that both need looking after</li><li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li><li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li><li>• positive strategies for managing feelings</li><li>• that there are situations when someone may experience mixed or conflicting feelings</li><li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li><li>• to recognise that if someone experiences feelings that are not so good</li></ul>	

				<ul style="list-style-type: none"> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>		<p>clean environment</p> <p>(most or all of the time) – help and support is available</p> <ul style="list-style-type: none"> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about</li> </ul>
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	Working Towards Expected						
	Working at Expected						