

# Relationships Education

## Progression of Knowledge and Skills in EYFS and KS1

Key to understanding this document: This document shows you all the DfE's topics and core content statements covered

<b><u>Relationships Education</u></b>			
<b>Families and people who care for me</b>			
<b><u>Statutory requirement</u></b>	<b>1. That families are important for children growing up because they can give love, security and stability.</b>		
	<a href="#">RAll about me</a> <a href="#">RWhat makes me special</a> <a href="#">RMe and my special people</a> <a href="#">RWho can help me?</a> <a href="#">RSame and different families</a> <a href="#">RSafe indoors and outdoors</a> <a href="#">RGetting bigger</a> <a href="#">RWhere do babies come from?</a> <a href="#">RLife stages - plants, animals, humans</a> <a href="#">RLooking after my special people</a> <a href="#">RCaring for our world</a>	<a href="#">Y1Who are our special people?</a>	<a href="#">2My special people</a>
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		
	<a href="#">RPeople who help to keep me safe</a> <a href="#">RLife Stages: Human life stage - who will I be?</a> <a href="#">RSame and different families</a> <a href="#">RWho can help me?</a> <a href="#">RMy feelings</a> <a href="#">RMe and my special people</a> <a href="#">RLooking after my special people</a>	<a href="#">Y1Taking care of a baby</a> <a href="#">Y1Who are our special people?</a>	<a href="#">My special people</a>

<b>SCIENCE</b>			Animals Including Humans – I know how to describe the basic needs of animals, including humans, for survival.
<b><u>Statutory requirement</u></b>	<b>3. 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</b>		
	<a href="#">RMe and my special people</a> <a href="#">RWhat makes me special</a> <a href="#">RAll about me</a> <a href="#">RSame and different families</a> <a href="#">RLife Stages: Human life stage - who will I be?</a> <a href="#">RGetting bigger</a> <a href="#">RLooking after my special people</a> <a href="#">RWhere do babies come from?</a>	<a href="#">Y1Same or different?</a> <a href="#">Y1Who are our special people?</a> <a href="#">Y1Our special people balloons</a>	<a href="#">Y2My special people</a>
<b><u>Statutory requirement</u></b>	<b>4. 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.</b>		
	<a href="#">RGetting bigger</a> <a href="#">RLife Stages: Human life stage - who will I be?</a> <a href="#">RSame and different families</a> <a href="#">RWho can help me?</a> <a href="#">RWhere do babies come from?</a> <a href="#">RLooking after my special people</a>	<a href="#">Y1Same or different?</a> <a href="#">Y1Who are our special people?</a> <a href="#">Y1Our special people balloons</a>	<a href="#">Y2My special people</a>
<b><u>Statutory requirement</u></b>	<b>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</b>		
	<a href="#">RLife Stages: Human life stage - who will I be?</a>		
	<b>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</b>		
	<a href="#">RPeople who help to keep me safe</a> <a href="#">RMy feelings (2)</a> <a href="#">RWho can help me?</a> <a href="#">RMy feelings</a>	<a href="#">Y1Who can help? (2)</a> <a href="#">Y1Surprises and secrets</a> <a href="#">Y1Good or bad touches?</a> <a href="#">Y1Who can help? (1)</a>	
	<b>Caring friendships</b>		
<b><u>Statutory requirement</u></b>	<b>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</b>		
	<a href="#">RWho can help me?</a>	<a href="#">Y1Good friends</a>	<a href="#">Y2Being a good friend</a>

	<a href="#">RAll about me</a> <a href="#">RMe and my special people</a> <a href="#">RSame and different</a> <a href="#">RI am a friend</a> <a href="#">RLooking after my friends</a>		
<b>Statutory requirement</b>	<b>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</b>		
	<a href="#">RI am a friend</a> <a href="#">RI am caring</a> <a href="#">RSame and different</a> <a href="#">RMy feelings (2)</a> <a href="#">RWho can help me?</a> <a href="#">RLooking after my friends</a> <a href="#">RBouncing back when things go wrong</a> <a href="#">RYes, I can!</a>	<a href="#">Y1How are you listening?</a> <a href="#">Y1Pass on the praise!</a> <a href="#">Y1Good friends</a> <a href="#">Y1Who can help? (1)</a> <a href="#">Y1Unkind, tease or bully?</a> <a href="#">Y1Who can help? (2)</a> <a href="#">Y1Harold has a bad day</a> <a href="#">Y1It's not fair!</a>	<a href="#">Y2Being a good friend</a>
<b>Statutory requirement</b>	<b>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</b>		
	<a href="#">RWho can help me?</a> <a href="#">RSame and different</a> <a href="#">RI am caring</a> <a href="#">RI am a friend</a> <a href="#">RLooking after my friends</a>	<a href="#">Y1Good friends</a> <a href="#">Y1Who can help? (1)</a> <a href="#">Y1It's not fair!</a> <a href="#">Y1Who can help? (2)</a> <a href="#">Y1Unkind, tease or bully?</a>	<a href="#">Y2A helping hand</a> <a href="#">Y2When someone is feeling left out</a> <a href="#">Y2Being a good friend</a> <a href="#">Y2An act of kindness</a>
<b>Statutory requirement</b>	<b>4. 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.</b>		
		<a href="#">Y1How are you listening?</a> <a href="#">Y1Who can help? (1)</a> <a href="#">Y1It's not fair!</a> <a href="#">Y1Harold has a bad day</a> <a href="#">Y1Surprises and secrets</a> <a href="#">Y1Unkind, tease or bully?</a> <a href="#">Y1Who can help? (2)</a>	<a href="#">Y2Solve the problem</a>
<b>Statutory requirement</b>	<b>5. 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.</b>		
	<a href="#">RMy feelings (2)</a> <a href="#">RWho can help me?</a>	<a href="#">Y1How are you listening?</a> <a href="#">Y1Pass on the praise!</a>	<a href="#">Y2Getting on with others</a> <a href="#">Y2Solve the problem</a>

## Respectful relationships

	<a href="#">RMy feelings</a>		
<b><u>Statutory requirement</u></b>	<b>1. 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</b>		
	<a href="#">RMe and my special people</a> <a href="#">RWhat makes me special</a> <a href="#">RAll about me</a> <a href="#">RSame and different</a> <a href="#">RI am a friend</a> <a href="#">RSame and different families</a> <a href="#">RSame and different homes</a> <a href="#">RGetting bigger</a> <a href="#">RIm special, you're special</a> <a href="#">RLooking after my friends</a> <a href="#">RWhere do babies come from?</a>	<a href="#">Y1Pass on the praise!</a> <a href="#">Y1How are you listening?</a> <a href="#">Y1Same or different?</a>	<a href="#">Y2What makes us who we are?</a>
<b><u>Statutory requirement</u></b>	<b>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</b>		
	<a href="#">RI am caring</a> <a href="#">RI am a friend</a> <a href="#">RBouncing back when things go wrong</a> <a href="#">RBeing helpful at home and caring for our classroom</a>	<a href="#">Y1Same or different?</a> <a href="#">Y1Why we have classroom rules</a> <a href="#">Y1Harold has a bad day</a> <a href="#">Y1It's not fair!</a>	<a href="#">Y2How do we make others feel?</a> <a href="#">Y2Our ideal classroom (1)</a> <a href="#">Y2What makes us who we are?</a> <a href="#">Y2An act of kindness</a>
<b><u>Statutory requirement</u></b>	<b>3. The conventions of courtesy and manners.</b>		
	<a href="#">RI am a friend</a> <a href="#">RI am caring</a> <a href="#">RSame and different homes</a> <a href="#">RWhat makes me special</a> <a href="#">RBeing helpful at home and caring for our classroom</a> <a href="#">RCaring for our world</a>	<a href="#">Y1Harold's school rules</a> <a href="#">Y1Pass on the praise!</a> <a href="#">Y1It's not fair!</a> <a href="#">Y1Harold has a bad day</a> <a href="#">Y1Why we have classroom rules</a>	<a href="#">Y2Our ideal classroom (2) (OPTIONAL)</a> <a href="#">Y2An act of kindness</a> <a href="#">Y2Getting on with others</a>
<b><u>Statutory requirement</u></b>	<b>4. The importance of self-respect and how this links to their own happiness.</b>		
	<a href="#">RWhat makes me special</a> <a href="#">RAll about me</a> <a href="#">RSame and different</a>		

	<a href="#">R I'm special, you're special</a>		
<b><u>Statutory requirement</u></b>	<b>5. 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.</b>		
	<a href="#">R Same and different</a> <a href="#">R All about me</a>	<a href="#">Y1 Pass on the praise!</a> <a href="#">Y1 Harold's school rules</a> <a href="#">Y1 Who can help? (1)</a> <a href="#">Y1 Taking care of something</a> <a href="#">Y1 Who can help? (2)</a> <a href="#">Y1 Unkind, tease or bully?</a> <a href="#">Y1 Harold has a bad day</a>	<a href="#">Y2 Don't do that!</a> <a href="#">Y2 Bullying or teasing? (OPTIONAL)</a> <a href="#">Y2 Types of bullying</a> <a href="#">Y2 Getting on with others</a>
<b><u>Statutory requirement</u></b>	<b>6. 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.</b>		
		<a href="#">Y1 Who can help? (1)</a> <a href="#">Y1 Unkind, tease or bully?</a> <a href="#">Y1 Who can help? (2)</a>	<a href="#">Y2 Bullying or teasing? (OPTIONAL)</a> <a href="#">Y2 Don't do that!</a> <a href="#">Y2 Getting on with others</a> <a href="#">Y2 Types of bullying</a>
<b><u>Statutory requirement</u></b>	<b>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</b>		
	<a href="#">R Me and my body - girls and boys</a>		
<b><u>Statutory requirement</u></b>	<b>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</b>		
	<a href="#">R Listening to my feelings</a> <a href="#">R Me and my body - girls and boys</a> <a href="#">R Looking after my friends</a>	<a href="#">Y1 Sharing pictures</a> <a href="#">Y1 Surprises and secrets</a> <a href="#">Y1 Good or bad touches?</a>	<a href="#">Y2 I don't like that!</a>
<b>Online relationships</b>			
<b><u>Statutory requirement</u></b>	<b>1. That people sometimes behave differently online, including by pretending to be someone they are not.</b>		
		<a href="#">Y1 Sharing pictures</a>	<a href="#">Y2 Playing games</a>
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		
		<a href="#">Y1 Sharing pictures</a>	<a href="#">Y2 Playing games</a>
<b><u>Statutory requirement</u></b>	<b>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</b>		

	<a href="#">RKeeping safe online</a>	<a href="#">Y1Sharing pictures</a>	<a href="#">Y2Playing games</a>
<b><u>Statutory requirement</u></b>	<b>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</b>		
		<a href="#">Y1Sharing pictures</a>	<a href="#">Y2Playing games</a>
<b><u>Statutory requirement</u></b>	<b>5. How information and data is shared and used online.</b>		
		<a href="#">Y1Sharing pictures</a>	<a href="#">Y2Playing games</a>
<b>Being safe</b>			
<b><u>Statutory requirement</u></b>	<b>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</b>		
		<a href="#">Y1Good or bad touches?</a> <a href="#">Y1Surprises and secrets</a> <a href="#">Y1Harold's school rules</a> <a href="#">Y1Sharing pictures</a>	<a href="#">Y2Playing games</a> <a href="#">Y2Some secrets should never be kept</a> <a href="#">Y2Fun or not?</a> <a href="#">Y2What should Harold say?</a> <a href="#">Y2Should I tell?</a> <a href="#">Y2How safe would you feel?</a>
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		
	<a href="#">RKeeping safe online</a> <a href="#">RMe and my body - girls and boys</a>	<a href="#">Y1Sharing pictures</a> <a href="#">Y1Surprises and secrets</a> <a href="#">Y1Good or bad touches?</a>	<a href="#">Y2Should I tell?</a> <a href="#">Y2Playing games</a> <a href="#">Y2Some secrets should never be kept</a> <a href="#">Y2My body, your body</a> <a href="#">Y2Respecting privacy</a>
<b><u>Statutory requirement</u></b>	<b>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</b>		
	<a href="#">RListening to my feelings</a> <a href="#">RLife Stages: Human life stage - who will I be?</a> <a href="#">RMe and my body - girls and boys</a>	<a href="#">Y1Keeping privates private</a>	<a href="#">Y2Should I tell?</a> <a href="#">Y2What should Harold say?</a> <a href="#">Y2I don't like that!</a> <a href="#">Y2How safe would you feel?</a> <a href="#">Y2Some secrets should never be kept</a> <a href="#">Y2Fun or not?</a>
<b><u>Statutory requirement</u></b>	<b>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</b>		
	<a href="#">RPeople who help to keep me safe</a>	<a href="#">Y1Surprises and secrets</a>	<a href="#">Y2I don't like that!</a>

			Y2 <a href="#">What should Harold say?</a> Y2 <a href="#">Some secrets should never be kept</a>
<b><u>Statutory requirement</u></b>	<b>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</b>		
	R <a href="#">Who can help me?</a> R <a href="#">People who help to keep me safe</a> R <a href="#">Listening to my feelings</a> R <a href="#">Keeping safe online</a> R <a href="#">Safe indoors and outdoors</a> R <a href="#">What's safe to go onto my body</a>	Y1 <a href="#">Who can help? (2)</a> Y1 <a href="#">Good or bad touches?</a> Y1 <a href="#">Surprises and secrets</a> Y1 <a href="#">Thinking about feelings</a> Y1 <a href="#">Our feelings</a> Y1 <a href="#">Who can help? (1)</a>	Y2 <a href="#">How safe would you feel?</a> Y2 <a href="#">Should I tell?</a> Y2 <a href="#">Fun or not?</a>
<b><u>Statutory requirement</u></b>	<b>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</b>		
	R <a href="#">Same and different</a> R <a href="#">Keeping safe online</a> R <a href="#">Listening to my feelings</a> R <a href="#">People who help to keep me safe</a> R <a href="#">Looking after my friends</a>	Y1 <a href="#">Sharing pictures</a> Y1 <a href="#">Surprises and secrets</a>	Y2 <a href="#">Playing games</a> Y2 <a href="#">Feeling safe</a>
<b><u>Statutory requirement</u></b>	<b>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</b>		
	R <a href="#">Listening to my feelings</a> R <a href="#">Me and my body - girls and boys</a>	Y1 <a href="#">Keeping privates private</a> Y1 <a href="#">Surprises and secrets</a> Y1 <a href="#">Good or bad touches?</a>	Y2 <a href="#">Feeling safe</a>
<b><u>Statutory requirement</u></b>	<b>8. Where to get advice e.g. family, school and/or other sources</b>		
	R <a href="#">Who can help me?</a> R <a href="#">People who help to keep me safe</a>	Y1 <a href="#">Good or bad touches?</a> Y1 <a href="#">Surprises and secrets</a>	Y2 <a href="#">Feeling safe</a>
<b>Physical Health and Mental Wellbeing (Health Education)</b>			
<b>Mental wellbeing</b>			
<b><u>Statutory requirement</u></b>	<b>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</b>		
		Y1 <a href="#">Our feelings</a>	

<b>SCIENCE</b>			Animals Including Humans – I know how to describe the basic needs of animals for survival and the many changes as offspring from young animals, including humans, grow into adults.
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		
	<a href="#">RMy feelings</a> <a href="#">RMy feelings (2)</a> <a href="#">RBouncing back when things go wrong</a> <a href="#">RYes, I can!</a>	<a href="#">Y1Our feelings</a> <a href="#">Y1Harold loses Geoffrey</a> <a href="#">Y1Thinking about feelings</a> <a href="#">Y1Feelings and bodies</a>	<a href="#">Y2How are you feeling today?</a> <a href="#">Y2I don't like that!</a> <a href="#">Y2Sam moves away</a> <a href="#">Y2Let's all be happy!</a> <a href="#">Y2Some secrets should never be kept</a>
<b><u>Statutory requirement</u></b>	<b>3. 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.</b>		
	<a href="#">RMy feelings</a> <a href="#">RMy feelings (2)</a> <a href="#">RSame and different</a> <a href="#">RWhat's safe to go onto my body</a> <a href="#">RYes, I can!</a> <a href="#">RBouncing back when things go wrong</a>	<a href="#">Y1Thinking about feelings</a> <a href="#">Y1Our feelings</a> <a href="#">Y1Feelings and bodies</a>	<a href="#">Y2How are you feeling today?</a> <a href="#">Y2My day</a> <a href="#">Y2When I feel like erupting</a> <a href="#">Y2How do we make others feel?</a> <a href="#">Y2Harold's picnic</a> <a href="#">Y2An act of kindness</a>
<b><u>Statutory requirement</u></b>	<b>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</b>		
		<a href="#">Y1Our feelings</a> <a href="#">Y1Thinking about feelings</a>	<a href="#">Y2When I feel like erupting</a>
<b><u>Statutory requirement</u></b>	<b>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</b>		
			<a href="#">Y2Harold's picnic</a>
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the basic needs of animals for survival and the many changes as offspring from young animals, including humans, grow into adults.

			Animals Including Humans – I know how to describe the importance for humans of exercise.
<b><u>Statutory requirement</u></b>	<b>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</b>		
	R <a href="#">My feelings (2)</a> R <a href="#">My feelings</a>	Y1 <a href="#">Feelings and bodies</a> Y1 <a href="#">Who are our special people?</a>	
<b><u>Statutory requirement</u></b>	<b>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</b>		
	R <a href="#">My feelings</a> R <a href="#">My feelings (2)</a>	Y1 <a href="#">Thinking about feelings</a> Y1 <a href="#">Our feelings</a> Y1 <a href="#">Feelings and bodies</a> Y2 <a href="#">When someone is feeling left out</a>	
<b><u>Statutory requirement</u></b>	<b>8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</b>		
		Y1 <a href="#">Who can help? (1)</a> Y1 <a href="#">Unkind, tease or bully?</a> Y1 <a href="#">Who can help? (2)</a>	
<b><u>Statutory requirement</u></b>	<b>9. 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).</b>		
	R <a href="#">My feelings (2)</a> R <a href="#">My feelings</a> R <a href="#">Who can help me?</a>		Y2 <a href="#">Let's all be happy!</a>
<b><u>Statutory requirement</u></b>	<b>10. 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.</b>		
<b>Internet safety and harms</b>			
<b><u>Statutory requirement</u></b>	<b>1. That for most people the internet is an integral part of life and has many benefits</b>		
		Y1 <a href="#">Sharing pictures</a>	Y2 <a href="#">Playing games</a>
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		

			Y2 <a href="#">Playing games</a>
<b><u>Statutory requirement</u></b>	<b>3. 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.</b>		
		Y1 <a href="#">Sharing pictures</a>	Y2 <a href="#">Playing games</a>
<b><u>Statutory requirement</u></b>	<b>4. Why social media, some computer games and online gaming, for example, are age restricted.</b>		
<b><u>Statutory requirement</u></b>	<b>5. 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.</b>		
		Y1 <a href="#">Sharing pictures</a>	Y2 <a href="#">Playing games</a>
<b><u>Statutory requirement</u></b>	<b>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</b>		
<b><u>Statutory requirement</u></b>	<b>7. Where and how to report concerns and get support with issues online.</b>		
		Y1 <a href="#">Sharing pictures</a>	Y2 <a href="#">Playing games</a>
	<b>Physical health and fitness</b>		
<b><u>Statutory requirement</u></b>	<b>1. The characteristics and mental and physical benefits of an active lifestyle.</b>		
		Y1 <a href="#">Healthy me</a>	Y2 <a href="#">My body needs... (OPTIONAL)</a>
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<b><u>Statutory requirement</u></b>	<b>2. 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.</b>		
		R <a href="#">Move your body</a>	Y2 <a href="#">My day</a>
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<b><u>Statutory requirement</u></b>	<b>3. The risks associated with an inactive lifestyle (including obesity).</b>		

		Y1 <a href="#">Healthy me</a>	
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<b><u>Statutory requirement</u></b>	<b>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</b>		
	R <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a>	Y1 <a href="#">Inside my wonderful body!</a> (OPTIONAL)	
<b>Healthy eating</b>			
<b><u>Statutory requirement</u></b>	<b>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</b>		
	R <a href="#">Getting bigger</a> R <a href="#">Move your body</a> R <a href="#">Healthy eating</a>	Y1 <a href="#">I can eat a rainbow</a> Y1 <a href="#">Eat well</a>	
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b><u>Statutory requirement</u></b>	<b>2. The principles of planning and preparing a range of healthy meals.</b>		
	R <a href="#">Healthy eating</a>	Y1 <a href="#">I can eat a rainbow</a> Y1 <a href="#">Eat well</a>	
<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b><u>Statutory requirement</u></b>	<b>3. 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).</b>		
	R <a href="#">Getting bigger</a> R <a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a>	Y1 <a href="#">I can eat a rainbow</a> Y1 <a href="#">Eat well</a>	

<b>SCIENCE</b>	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b>Drugs, alcohol and tobacco</b>			
<b>Statutory requirement</b>	<b>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</b>		
	<a href="#">RKeeping Myself Safe - What's safe to go into my body (including medicines)</a>	Y1 <a href="#">What could Harold do?</a>	Y2 <a href="#">Harold's picnic</a>
<b>Health and prevention</b>			
<b>Statutory requirement</b>	<b>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</b>		
<b>Statutory requirement</b>	<b>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</b>		
<b>Statutory requirement</b>	<b>3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</b>		
	<a href="#">RMove your body</a> <a href="#">RA good night's sleep</a> <a href="#">RKeeping Myself Safe - What's safe to go into my body (including medicines)</a> <a href="#">RGetting bigger</a>	Y1 <a href="#">Super sleep</a> Y1 <a href="#">Healthy me</a>	Y2 <a href="#">My body needs... (OPTIONAL)</a>
<b>SCIENCE</b>			Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b>Statutory requirement</b>	<b>4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</b>		
	<a href="#">RWhat's safe to go onto my body</a> <a href="#">RA good night's sleep</a> <a href="#">RMove your body</a>	Y1 <a href="#">Healthy me</a> Y1 <a href="#">Harold's wash and brush up</a>	Y2 <a href="#">Harold's bathroom</a>

<b><u>Statutory requirement</u></b>	<b>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</b>		
	<a href="#">RMove your body</a> <a href="#">RA good night's sleep</a> <a href="#">RWhat's safe to go onto my body</a>	Y1 <a href="#">Harold's wash and brush up</a> Y1 <a href="#">Catch it! Bin it! Kill it!</a>	Y2 <a href="#">Harold's postcard - helping us to keep clean and healthy</a>
<b>SCIENCE</b>	Animals Including Humans – I know that if I wash my hands then that will kill off germs.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b><u>Statutory requirement</u></b>	<b>6. The facts and science relating to allergies, immunisation and vaccination.</b>		
			Y2 <a href="#">Harold's postcard - helping us to keep clean and healthy</a>
<b>Basic first-aid</b>			
<b><u>Statutory requirement</u></b>	<b>1. How to make a clear and efficient call to emergency services if necessary.</b>		
		Y1 <a href="#">Basic first aid</a>	Y2 <a href="#">Basic first aid</a> Y2 <a href="#">Feeling safe</a>
<b><u>Statutory requirement</u></b>	<b>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</b>		
		Y1 <a href="#">Basic first aid</a>	Y2 <a href="#">Basic first aid</a>
<b>Changing adolescent body</b>			
<b><u>Statutory requirement</u></b>	<b>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</b>		
	<a href="#">RLife stages - plants, animals, humans</a> <a href="#">RWhere do babies come from?</a> <a href="#">RGetting bigger</a> <a href="#">RSeasons</a> <a href="#">RLife Stages: Human life stage - who will I be?</a>	Y1 <a href="#">Taking care of a baby</a> Y1 <a href="#">Then and now</a>	Y2 <a href="#">Haven't you grown!</a> Y2 <a href="#">My body, your body</a>
<b><u>Statutory requirement</u></b>	<b>2. About menstrual wellbeing including the key facts about the menstrual cycle</b>		