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Year Group	Myself & My Relationships	Citizenship	Healthy & Safer Lifestyles	Economic Wellbeing
YN links to Personal Social & Emotional Development & Understanding of the World	• Recognise what makes me and others special • Talk about my family and how they look after me • Know how to ask for help • Follow classroom rules and begin to play cooperatively with others • Listen to and follow simple instructions	• Talk about the children in my class, noticing how we are the same and different • Begin to show interest in other people's families • Begin to understand that people and families can live in different ways • Begin to show respect for people who are different to me	• Begin to understand what being healthy means • Start to understand why different foods and drink are important for my body • Know what exercise is and why it is good for me • Know what my body looks like and name some external body parts • Recognise ways in which my body has changed since I was a baby • Begin to learn some simple self care skills	
YR links to Personal Social & Emotional Development & Understanding of the World	• Recognise some differences between myself and others and talk about them with positive language • Talk about what I can already do and choose something new I would like to get better at • Begin to build and maintain friendships by showing kindness, sharing, and including others • Start to repair friendships after small disagreements • Increasingly recognise when behaviour is kind or unkind, and know how to seek help from a trusted adult if someone is unkind • Begin to name and recognise feelings in myself and others, and understand simple reasons why these feelings might happen	• Talk about my own family and recognise that families can look different while still sharing love, care and important routines • Begin to talk about how people live in other countries, (food, clothes, languages, traditions) • Be able to name some of the people who help and look after me at home/school, and describe what they do • Help to take care of the classroom by tidying and looking after resources • Talk about places in my local area and begin to notice different jobs people do, including people who help the community • Show some understanding about how to care for the local	• Name some trusted adults who can help if I feel worried or unsafe • Recognise simple body signals that show I might not feel safe • Begin to use a clear, assertive voice and confident body language when needed • Can name the main body parts, including private parts, using the correct words • Can tell the difference between safe and unsafe touch and know how to say 'stop' and tell a trusted grown-up • Begin to apply simple safety rules in familiar contexts, including road, sun, water, fire and railway safety	• Begin to understand that some things cost money and that people pay for items using coins, notes, or cards

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		environment, e.g. not dropping litter and respecting nature • Know how to get help in an emergency, including how to call 999		
Y1	• Develop strategies to settle into new situations confidently and recognise when they need support • Build positive relationships by listening, taking turns and showing kindness toward classmates • Practise identifying their feelings and begin using words to describe emotions linked to new experiences or change • Learn how to ask trusted adults for help when something feels worrying, difficult, or unfamiliar • Understand that friendships and routines can change • Begin to distinguish between changes they can influence and those they cannot, and use coping strategies to manage uncomfortable emotions	• Identify responsibilities at home and school and understand how rules help communities function safely • Develop early democratic skills through class discussions, taking turns and valuing others' views • Learn the concept of fairness and how shared decision-making affects the class • Experience simple democratic processes such as voting for a school council representative • Practise expressing opinions confidently and respectfully	• Recognise their Early Warning Signs and begin to notice when a situation feels unsafe or uncomfortable • Know which trusted adults they can talk to when worried, share important personal information when needed, and know how to get help in an emergency or if they become lost • Practise being assertive by saying 'no', using a strong voice, and telling an adult if someone behaves in a way that feels wrong • Name external body parts accurately, including private parts, using correct vocabulary • Understand that their body belongs to them and begin to set personal boundaries about touch and personal space • Follow basic personal hygiene routines, understand why they are important, and know simple ways to prevent the spread of germs	• Learn where money comes from and the difference between regular and irregular sources • Understand the idea of money being limited and that people must choose how to spend it • Distinguish between needs and wants and begin to understand family expenses • Explore the feelings people may have about money and recognise that these vary • Develop a basic understanding of what charities do and why people might give

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Y2		• Recognise their own strengths and skills and begin applying them purposefully when working with others • Develop communication skills such as listening, sharing ideas, and taking turns in group activities • Cooperate with others by negotiating, compromising, and solving problems together • Understand that everyone has similarities and differences that contribute to individual and group identity • Learn about a range of family structures, traditions and cultures, and begin to value diversity within their community • Identify the groups and communities they belong to and understand how these support and include people • Begin to recognise stereotypes, including around gender, and explore how these can influence choices and affect people	• Keep personal information private online, create simple safe profiles and tell a trusted adult if something online feels uncomfortable • Identify safer places to play and know what to do if they become lost • Reflect on the benefits of being a road user, recognise dangers and use simple strategies to stay safer as a pedestrian or car passenger • Recognise the benefits of using railways, identify potential dangers and know how to stay safer near railways • Recognise the benefits of being outside and use simple strategies to stay safer in the sun • Identify familiar places where they may be near water and know simple strategies to stay safer • Know medicines can help when used safely, some substances can harm, and use 'no', walking away or asking for advice to stay safe • Understand why people may need immunisations and identify ways to feel better without medicine • Recognise that families differ but should provide love, care and safety as children grow and experience physical, social and emotional changes	
Y3	• Recognise a wider range of emotions in themselves and others and describe how feelings can influence their behaviour	• Explore a wide range of family structures and understand that families can differ in culture, background and traditions	• Recognise their Early Warning Signs and respond when something feels unsafe or uncomfortable, including online	

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	• Develop strategies to manage uncomfortable emotions and begin choosing ways to regulate their feelings more independently • Understand that mental wellbeing needs looking after and practise simple habits that support positive emotional health • Identify different types of change, including changes in friendships and family circumstances, and recognise emotions linked to these experiences • Use strategies to cope with change or loss, and know that some changes can be expected while others happen unexpectedly • Practise seeking help when feeling worried, overwhelmed or unsure, and know which trusted adults they can talk to	• Recognise and value diversity in their school and local area • Develop an understanding of stereotypes, their effects, and strategies to challenge them • Identify community groups they belong to and understand the benefits of participation • Understand roles of people who contribute to the community and how they support others	• Distinguish between safe and unsafe physical contact and know they must tell a trusted adult if someone's behaviour feels wrong • Understand the difference between safe and unsafe secrets and know it is right to speak up if a secret makes them feel worried • Use correct scientific vocabulary for private body parts and know who they can talk to about concerns related to their body • Develop personal hygiene habits and understand how illness can spread and be prevented • Learn strategies for managing feelings linked to changes and loss, and practise asking for support when needed • Learn how to make safe choices online, including recognising uncomfortable content and reporting concerns • Understand how physical activity and nutrition affect physical and mental health • Recognise how daily physical activity can improve stamina, strength and flexibility • Understand the importance of consuming a variety and balance of foods and drinks • Plan and help prepare simple healthy meals	

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			• Understand why good dental hygiene is important and how it contributes to a healthy lifestyle • Know how much sleep children of their age need and recognise the consequences of not having enough sleep	
Y4	• Recognise a broader range of emotions and begin to link their feelings to specific experiences, situations or changes in their lives • Develop greater independence in managing strong or uncomfortable emotions, choosing from a wider range of regulation strategies • Understand that all people experience planned and unplanned changes, and begin to explain how different types of change can affect thoughts, feelings and behaviour • Identify the emotions associated with loss and change, including temporary and permanent changes, and show increasing empathy when others are affected • Begin to evaluate which strategies help them cope with change and practise planning ways to manage future changes confidently • Know when they need support and can approach trusted adults, using effective communication	• Recognise how culture, identity and belonging shape people's views and experiences, and can describe similarities and differences respectfully • Explore how stereotypes can influence behaviour and begin challenging unfair assumptions in everyday situations • Identify the roles different people play within local and wider communities and understand how individuals contribute to shared wellbeing • Work cooperatively in groups, showing developing skills in negotiation, turn-taking, problem-solving and shared decision-making • Reflect on their own strengths and areas for growth, recognising how these contribute to effective teamwork and friendships • Explore diversity within school and society, beginning to understand how laws and community expectations promote inclusion and respect	• Recognise Early Warning Signs more accurately and use them to judge whether a situation, person or request feels unsafe • Understand personal boundaries and consent, identifying safe, unsafe and inappropriate touch, and know clear steps for seeking help • Use correct scientific vocabulary for private body parts and understand that their body belongs to them, building confidence in asserting this • Know that some substances (including medicines, alcohol, vaping and tobacco) can cause harm, and practise strategies for keeping themselves safe • Develop greater independence in personal hygiene and understand how hygiene, puberty changes and health routines are linked • Evaluate the reliability of online information, understanding that search results may be selected or targeted, and apply SMART	

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	and listening skills when seeking or offering help		strategies and reporting tools to stay safe online	
Y5	• Analyse what makes relationships healthy or unhealthy and recognise early signs of pressures, conflict or controlling behaviour • Explore how friendships change as they grow older and practise strategies for resolving conflict, rebuilding trust and maintaining respectful relationships • Understand different forms of bullying, including online, indirect and prejudice-based bullying, and recognise the roles people play within bullying situations • Develop confidence in applying assertiveness skills, including how to challenge unkind behaviour and how to support peers safely • Understand how power dynamics influence relationships and explore ways to respond to peer pressure and manipulation • Know how and when to seek help for themselves or others when behaviour, friendships or online contact causes worry or harm	• Deepen their understanding of identity by exploring how background, culture, beliefs and experiences shape individuals and communities • Recognise stereotypes and prejudice, understand their impact, and practise ways to challenge unfair attitudes safely and respectfully • Work collaboratively on shared goals, applying advanced teamwork skills such as delegation, negotiation and shared problem-solving • Understand the responsibilities of being part of local, national and global communities and begin to explore how laws and services support equality • Reflect on their own strengths, leadership qualities and communication skills and evaluate how these influence group outcomes • Develop awareness of how community actions, volunteering and collective decision-making contribute to positive change	• Judge risks in a wider range of situations, including online, and apply strategies to keep themselves safe • Understand permission and consent in relationships, including online, and recognise that shared images and content can be copied, circulated and may be difficult to remove • Understand the risks and effects of substances such as alcohol, nicotine, vaping products and medicines and know how to get help • Identify online risks including grooming, fake identities and harmful content, and know how to report concerns using appropriate tools and trusted adults • Understand and anticipate the physical and emotional changes of puberty, including the menstrual cycle, use correct scientific vocabulary confidently, and know when unexplained body changes may require health advice • Maintain effective hygiene routines linked to puberty and health, understanding how these contribute to physical and emotional wellbeing	

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			• Know how to respond in emergencies, including seeking help safely and applying appropriate first aid skills	
Y6	• Evaluate what makes relationships healthy or unhealthy and recognise early signs of pressure, imbalance or disrespect • Explore how friendships can change as they grow older and use strategies to maintain safe, respectful and supportive relationships • Understand how behaviours such as gossip, exclusion or manipulation can harm relationships and practise responding safely • Apply confident, assertive communication to express boundaries and manage conflict in a respectful way • Recognise when a friendship or relationship feels unsafe or makes	• Apply advanced teamwork skills, including delegation, compromise and shared problem-solving, to achieve group goals • Take on different roles within a group, including leadership, and reflect on how their choices affect group dynamics and outcomes • Communicate effectively by listening actively, expressing ideas clearly and resolving disagreements respectfully • Evaluate their individual strengths and areas for development and consider how these influence their contributions to a team • Understand how collaboration, fairness and responsibility support successful teamwork in school and wider communities	• Identify the benefits of being outside and independently apply strategies to keep themselves safer in the sun • Assess risks on public transport and near railways, and select appropriate strategies to stay safer • Assess risks near water and select appropriate strategies to stay safer • Understand their growing responsibility and possible actions to prevent accidents at home and at school • Recognise unsafe, pressurising or controlling behaviour and use assertive strategies to uphold personal boundaries and consent • Understand the risks and effects of substances such as alcohol, nicotine,	• Understand how income is earned and explore different types of work, including skills required and how people's roles contribute to society • Apply budgeting skills by planning how money can be spent, saved and managed to meet short- and long-term needs • Understand the risks and responsibilities involved in borrowing and recognise the consequences of financial choices • Make increasingly informed financial choices in real-life and online contexts, recognising risks including in-app purchases, game monetisation, scams, fraud and addictive gaming

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	them uncomfortable and know when and how to seek help • Identify trusted adults and reliable sources of support and practise how to ask for help for themselves or others	• Explore how collective action can create positive change and begin to recognise their role in contributing to community improvement	vaping products and drugs, and know how to seek reliable help • Identify online risks such as grooming, coercion, misinformation and harmful content, and take responsible action using reporting and safety tools • Understand the physical and emotional changes of puberty, including reproductive development, and use accurate scientific vocabulary confidently • Respond appropriately in emergencies by assessing danger, calling for help, giving essential information to emergency services and providing basic first aid, including recognising head injuries or asthma difficulties	• Understand how money relates to future aspirations, including career choices, saving goals and financial planning • Explore how charities, fundraising and community initiatives support others and consider their role in acts of social responsibility