RHE 2025-2026 plus endpoints

Substantive concepts	Mental Wellbeing	Family	Friendship	Community	Physical Health	Growing up	Online safety	Financial capability	Drugs and alcohol	Racism
British Values	Mutual respect		Tolerance		Democracy		Individual liberty		Rule of Law	

Colour	Location of planning
Black RHE SOW	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red Online Safety Learn Sheffield RHE SOW	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red Online Safety SOW	https://qrgo.page.link/jwTkA
Online Safety - Project Evolve	Sign In to your Account | ProjectEVOLVE
Purple (various topics-Drugs and alcohol, financial capability) PSHE Association	PSHE Association scheme of work lhofman@coit.sheffield.sch.uk CoitPrimary01
Blue Inclusion, belonging and addressing extremism PSHE Association	PSHE Association scheme of work Inclusion, belonging & addressing extremism (KS1-2).zip lhofman@coit.sheffield.sch.uk CoitPrimary01
Anti-racism resources	Anti Racism Education website Who we are — Anti-Racism Education (antiracism. education)
Green Drugs and alcohol	**PSHE Association Drugs SOW** Drugs and alcohol resources

PSHE Association	lhofman@coit.sheffield.sch.uk CoitPrimary01
Financial Capability NatWest Money Sense (KS1 and Ks2)	Financial capability KS2 **https://natwest.mymoneysense.com/** **Email hfenlon...** **Password- CoitPrimary23@**
Glossary Vocabulary Key stage 1 and Key stage 2 with glossary.docx	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2 Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships Understanding the World (including Online Safety) Past and present (History) People, Culture and Communities (RE)	Tolerance and mutual respect Mental Wellbeing Identifying feelings Tolerance and mutual respect Friendship Building positive relationships Physical Health Knowing the importance of sleep and tooth brushing Rule of Law Class rules	Tolerance and mutual respect Mental Wellbeing Identifying and explaining feelings Growing up Building independence (toileting, eating) Rule of Law School rules	Mental Wellbeing Setting goals – perseverance Rule of Law Knowing right from wrong Physical Health Keeping healthy	Tolerance and mutual respect Community Working as part of a group/class Tolerance and mutual respect Friendship Understanding others' feelings	Physical Health Making healthy food choices Mental Wellbeing Working independently	Mental Wellbeing Remaining focussed Rule of Law Explaining right and wrong Mental Wellbeing Being resilient Growing up How we have changed journey through the year, including significant events through foundation year

The natural world (Geography, Science)	Growing up How have I changed since I was a baby? How do humans change as they grow? Family Discussing family tree- who is older? Who is the youngest? Tolerance and mutual respect Family How are members of your family similar/different? Tolerance and mutual respect Family Families – similarities and differences between each other families within the class Tolerance and mutual respect Community People who help us/are special to us					Growing up What we are looking forward to in Year 1 Family Who is in my immediate family and extended/wider family

Year 1	Physical and Mental health	Friendship	Mental Wellbeing	Tolerance and mutual respect	Tolerance and mutual respect	Mental wellbeing
	H4 – about why sleep is important and different ways to rest and relax	Fr1 Who is my Friend?	M1) Where do feelings come from?	Family	Friendship	M3) What helps me to be happy?
		Physical health		Fa1) Who's in my family? **CW resource pack 3**	Fr2) What makes a good Friend?	
	Rule of Law	P1) How do I help my body stay healthy?	Physical Health			Tolerance and mutual respect
	Physical health	**CW resource pack-3e**	P2) How do I decide what to eat?		Tolerance and mutual respect	Online Safety
	Asking for permission			Online Safety	Friendship	Communicating online
		Online Safety	Online Safety	Choosing what to do online L2	Fr3) Should Friends tell us what to do?	
	Tolerance and mutual respect	Screen time (L1)	What is the internet? C2			Tolerance and mutual respect
	Rule of Law			Rule of Law	Tolerance and mutual respect	Online Safety
	Online Safety	Tolerance and mutual respect	Financial Capability	Physical health	Friendship	Being kind online S2
	Project Evolve	Racism	L10. what money is; forms that money comes in; that money comes from different sources- PSHE Association	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	R9. how to ask for help if a Friend is making them feel unhappy	
	I can recognise online or offline that anyone can say 'no', 'please stop' 'I'll tell' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	**Lesson 1: Talking about race and racism**				Rule of Law
						Tolerance and mutual respect
		Online Safety	**Use the resource from Natwest Money Sense**		Online Safety	Online Safety
		Project Evolve	**What coins do we use? Where does money come from?**	Rule of Law	Searching safely P3	Project Evolve
		I can explain how other people may look and act differently on and offline.		Physical health		I can recognise that information can stay online and could be copied.
			Financial Capability	H31. that household products (including medicines) can be harmful if not used correctly	Rule of Law	
			L13. that money needs to be looked		Drugs and Alcohol	
					Drugs-Keeping Safe Things that go into and onto our bodies	

			after; different ways of doing this- PSHE Association **Use the resource from Natwest Money Sense Where can I keep my money safe?**	Racism **Lesson 2: Defining anti-racism**	Tolerance and mutual respect Online Safety Project Evolve I can explain how information put online about someone can last for a long time.	

| Year 2 | Rule of Law
Online Safety Passwords C1

Tolerance and mutual respect
Rule of Law
Democracy
Community
C1 How do we make a happy school?

Tolerance and mutual respect
Community
C2 Who lives in my neighbourhood?

Online Safety
Os2) Personal information (S1)

Online Safety
Project Evolve
I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

Financial capability | Tolerance and mutual respect
Friendship
Fr 4) How do we stop bullying?

Online Safety
Os3 Online strangers (P1)

Financial capability
L11. that people make different choices about how to save and spend money- PSHE Association
Use the resource from Natwest Money Sense
Why is it important to save?

Financial capability
L12. about the difference between needs and wants; that sometimes people may not | Tolerance and mutual respect
Family
Fa2) Do Families always stay the same?

Mental wellbeing
H20 – about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better

Tolerance and mutual respect
Family
Fa3) How should families treat each other?

Tolerance and mutual respect
Rule of Law
Online Safety
Project Evolve | Rule of Law
Family
Fa4) When should I say no?

Rule of Law
Family
Fa5) Who owns my body? I do!

Online Safety
Accepting messages C3

Growing Up
G1) Will I always be a child?

Tolerance and mutual respect
Community
Inclusion, belonging and addressing extremism
Sameness and difference | Online Safety
Content Creators N1
Rule of Law
Online Safety
Os4) Fake News

Mental Wellbeing
M2) Who am I?

Physical health
P4) How can I stay safe?

Rule of Law
Drugs and Alcohol
Drugs-Keeping Healthy-Medicines

Rule of Law
Drugs and Alcohol
Drugs-Keeping Safe-Medicines and Household Products | Online Safety
Feeling uncomfortable online
Growing Up
C3) What makes a boy or a girl?

Tolerance and mutual respect
Family
Fa 6) Are all families the same?

Physical health
P3) How do we stop getting ill |

| | C4) How do I save up to buy something?

==Tolerance and mutual respect==
Racism
Lesson 1: Talking about race and racism- (Recap from Year 1) | always be able to have the things they want-PSHE Association
Use the resource from Natwest Money Sense Wants and Needs-

==Tolerance and mutual respect==

Racism
Lesson 2: Defining anti-racism (Recap from Year 1) | I can explain how it makes others feel if I do not ask their permission or ignore their answers before sharing something about them online.

==Tolerance and mutual respect Rule of Law==
Online Safety
Project Evolve
I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. | | | |

| Year 3 | Tolerance and mutual respect
Friendship
What makes a good friend?

Rule of Law
Online Safety
Os1) Online strangers (P1)
Rule of Law
Online Safety
Os2) Sharing Online

Tolerance and mutual respect
Racism
Lesson 1: Talking about race and racism

Tolerance and mutual respect
Racism
Lesson 2: Defining anti-racism | Tolerance and mutual respect
Family
Do families always stay the same?

Tolerance and mutual respect
Family
Are all families like mine?

Tolerance and mutual respect
Online Safety
Project Evolve
I can explain why things one person finds funny or sad online may not always be seen in the same way by others. | Physical Health
P1) How do I keep my body healthy?
Rule of Law
Drugs and Alcohol
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

Rule of Law
Drugs and Alcohol
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Online Safety
ScreenTimeL1and Sleep L2 | Mental Wellbeing
M1) How do I manage my feelings?
Online Safety
Os3) Friendship Online (S1)

Physical Health
P2) How do I get a healthy diet?

Individual Liberty
Online Safety
Project Evolve
I can demonstrate how to make responsible choices about having an online identity, depending on context. | Rule of Law
Online Safety
Os4) Personal Information (C2)

Physical Health
P3) How do I stop getting ill?

Rule of Law
Drugs and Alcohol
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

Rule of Law
Drugs and Alcohol
Drugs-Safety rules and risks-Medicines and Household Products | Rule of Law
Online Safety

Deciding what is appropriate L3

Online Safety

Suspicious Messages C4

Financial Capability
How money is used-PSHE Association
Use the resource from Natwest Money Sense
What affects my choices about money? |

| Year 4 | Online Safety

Passwords C5

Mutual respect and tolerance
Friendships
Are all friends the same?

Mutual respect and tolerance
Friendships
Are friendships always fun?

Mutual respect and tolerance
Mental Wellbeing
M2) Are we happy all the time?

Online Safety
Project Evolve
I can demonstrate the use of search tools to find and access online context which can be re-used by others. | Mutual respect and tolerance
Democracy
Rule of Law
Community
C1) How do we make the world fair?

Rule of Law
Online Safety
Copyright C3

Mutual respect and tolerance
Individual liberty
Community
C2) Where do you feel like you belong?

Mutual respect
Community
C3) How can we help the people around us? | Online Safety
Os5) Digital media (N1)

Mutual respect and tolerance
Racism
Lesson 3: Redefining racism

Online Safety
Project Evolve
I can explain ways in which someone might change their identity depending on what they are doing online and why. | Mutual respect and tolerance
Individual liberty
Family
Fa3) Are boys and girls the same?
Online Safety
Media Bias N2

Mutual respect and tolerance
Racism
Lesson 4: Understanding racial socialisation and stereotypes

Rule of Law
Online Safety
Project Evolve
I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of | Growing Up
G1) What is a period?

Drugs and Alcohol
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

Rule of Law
Drugs and Alcohol
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others | Rule of Law
Online Safety
 Advertising C1

Rule of Law
Drugs and Alcohol
Drugs-Safety rules and risks- Alcohol and smoking

Tolerance and mutual respect
Community
Inclusion, belonging and addressing extremism. C4
Belonging to a community

Financial Capability
Making decisions about money- PSHE Association
Use the resource from Natwest Money Sense
How do I plan a simple budget? |

				those promoting it does not necessarily make it true, fair or perhaps even legal.		

Year 5	Mutual respect and tolerance	Mutual respect and tolerance	Mutual respect and tolerance	Mutual respect and tolerance	Mutual respect and tolerance	Mutual respect and
	Individual liberty	Friendship	Individual liberty		Racism	Online Safety
	Family	Fr1) What makes a close Friend?	Friendship	Rule of Law	Lesson 6: Being anti-racist in our actions	Os5) Analysing Digital Media (N1)
	Why do some people get married?		Fr2) Can we be different and still be friends?	Online Safety		
				Os3) Meeting strangers online (P4)		Rule of Law
	Mutual respect and tolerance	Mutual respect and tolerance			Mutual respect and tolerance	Online Safety
	Family	Individual liberty	Mutual respect and tolerance		Friendships	Game ratings L6
	Are families ever perfect?	Mental Wellbeing	Rule of Law	Rule of law	Why are some people unkind?	
		M1) Does everybody have the same feelings?	Online Safety	Online Safety		Rule of Law
	Rule of Law		S2 social media and Cyberbullying	Os4) Personal Information, terms and conditions		Drugs and Alcohol
	Online Safety					Drugs- Managing Risk-Medicine
	Os1) Control and consent (S1) (discuss digital age of consent)	Online Safety	Mutual respect and tolerance		Financial Capability	
		Social Media anxiety L1	Individual liberty	Mutual respect and tolerance	Money and emotional wellbeing-PSHE Association	Rule of Law
			Friendship	Rule of Law		Drugs and Alcohol
	Online Safety		Should friends tell us what to do?	Online Safety	Use the resource from Natwest Money Sense	Drugs and Alcohol and legal drugs
	Project Evolve	Tolerance and mutual respect		Project Evolve	How does money affect my feelings?	
	I can describe ways to increase privacy on apps and services that provide privacy settings.	Community	Mutual respect and tolerance	I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others.		Online Safety
		Inclusion, belonging and addressing extremism Stereotypes	Physical Health		Growing Up	Unhealthy Attention P3
			P1) Is there such a thing as a perfect body?		G1) How will my body change as I get older?	Physical Health
	Financial Capability/Community					P2) How can I stay fit and healthy?

	C5a) Why is money important?		Individual liberty Online Safety Self Esteem L2 Mutual respect and tolerance Racism **Lesson 5: Unconscious bias**	Linked with I can describe how things shared privately online can have unintended consequences for others i.e screen grabs Mental Wellbeing M2) Should we be happy all the time? Mutual respect and tolerance Online Safety Os8) Does the internet make us happy? (L1) Mutual respect and tolerance Mental Wellbeing M3) Why do we argue?	Mutual respect and tolerance Growing Up G2) How will my feelings change as I get older? Growing Up G3) How will I stay clean during puberty? Growing Up G4) What is menstruation?	Online Safety Digital '5 a day' L4 Physical Health P3) Can I avoid getting ill? Individual liberty Mental Wellbeing M4) Who am I? Mutual respect and tolerance Family Is there such a thing as a normal family?
Year 6	Online Safety Os6) Bias (N2)	Mutual respect and tolerance Rule of law Community	Sx1) How do plants reproduce? (N.B. Taught through science –	Individual liberty Rule of Law Physical Health	Growing Up G1) How will my body change as I get older?	Mutual respect and tolerance Online Safety Unhealthy Attention P3

Mutual respect and tolerance	C1) What is prejudice?	does not include sexual intercourse)	P4) Why do some people take drugs?	Growing Up	Mutual respect and tolerance
Individual liberty			Physical Health	G2) How will my feelings change as I get older?	Friends
Friendships	Mutual respect and tolerance	Mutual respect and tolerance	P5) Where should I get my health information?		Fr7) How do we reduce sexism?
What are stereotypes?	Individual liberty	Community		Growing Up	
	Online Safety	C4a) How can I be a great citizen?	Online Safety	G3) How will I stay clean during puberty?	Mutual respect and tolerance
Mutual respect and tolerance	Os7) Echo Chambers (N5)	Online Safety	Inaccurate health info L3	Growing Up	Community
Individual liberty		Online Ads and money on the internet C1		G4) What is menstruation?	C4b) How can we make a positive change in the world?
Online Safety	Mutual respect and tolerance		Physical Health		
Online Stereotypes L5	Rule of law		P6) How do I save a life?		
	Community	Rule of law		Mutual respect and tolerance	Rule of Law
Mutual respect and tolerance	C2) What is the history of prejudice?	Online Safety	Rule of Law	Community	Drugs and Alcohol
Individual liberty		In App purchases and credit card info C5	Online Safety	C6) What makes it feel like we belong?	Drugs-Managing risk-influence and pressure
Friendships	Mutual respect and tolerance		OS3) Meeting Strangers		
How do I accept my friends for who they are?	Rule of law	Financial Capability/ community		Mutual respect and tolerance	Rule of Law
	Community	C5b-How can I spend money?		Individual Liberty	Drugs and Alcohol
Tolerance and mutual respect	C3) What should I do if I encounter prejudice?			Community	Drugs-Managing risk-Drugs, alcohol and the media
Community				C7) What does it mean to be British?	
Inclusion, belonging and addressing extremism Extremism					Financial Capability/ community
	Mutual respect and tolerance			Online Safety	C5) How can I earn money?
Financial Capability	Racism			Verifying info online N3	
Being a critical consumer-PSHE Association					

	Online Safety Project Evolve I can demonstrate how to make references to and acknowledge sources I have used from the internet.	**Lesson 7: Representation matters** Mutual respect and tolerance Racism **Lesson 8: Myth busting anti-racism**				

F2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils can use feeling words to identify how they feel (scared, angry, sad, happy, tired) -Pupils can identify what makes a positive relationship (sharing, kind words) -Pupils can suggest reasons why we need to brush our teeth and sleep well (toothache, teeth falling out, stained teeth, low mood, tired, can't concentrate)	**Endpoints:** -Pupils can use feeling words to explain how they feel (I feel…./I feel… because…) -Pupils are beginning to build independence (toileting, eating) -Pupils are aware of school rules (don't hurt others, don't run, put your hand up)	**Endpoints:** -Pupils can identify a goal (count to 20, write my surname) -Pupils can identify behaviour that is not acceptable (pushing people, lying, stealing, kicking) -Pupils can identify ways to keep physically healthy (brushing teeth, eat fruit and veg, stay active)	**Endpoints:** -Pupils are beginning to work well in small groups/as a class (listening, sharing ideas, taking turns) -Pupils can identify how someone is feeling (scared, angry, sad, happy, tired)	**Endpoints:** -Pupils can identify healthy and unhealthy food choices (fruit and veg Vs sugary foods) -Pupils are beginning to work more independently (in the provision, when starting tasks)	**Endpoints:** -Pupils are beginning to focus more when in provision or during learning tasks -Pupils can identify behaviour that is not acceptable and why we have rules (make things fair, keep people safe) -Pupils are showing more resilience (during learning tasks, when learning something new, when

	-Pupils can suggest ways in which they have changed (can walk, feed themselves, can write their name, play with different toys) -Pupils can identify how people are different (gender, hair colour, interests, eye colour) -Pupils can identify ways that their family is the same/different to others (siblings, grandparents, single parent family) -Pupils can discuss people who are special to them (family, friends, teachers)					learning a new skill i.e. zipping up a coat) -Pupils can reflect upon their year and how they have changed (discuss significant events-trips, discuss what they have learnt i.e number bonds) -Pupils can discuss what they are looking forward to (new teacher, new after school clubs) -Pupils can identify people in their family (wider family members-aunties/uncles, immediate family-mum/dad)

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand why we need passwords (protect our personal details) -Pupils can identify ways to relax and why it is important (reading, listening to music, de-stress, calming, good for our mental health)	**Endpoints:** -Pupils understand that there is a difference between the people they know (close friends, friends, acquaintances and strangers)	**Endpoints:** -Pupils understand that they have a range of emotions that depend on experiences and situations (anger, sad, happy, worry, frustration, tired) -Pupils can identify what makes a balanced diet (give	**Endpoints:** - Pupils understand that families are made up of a special group of people, which changes gradually over (aunties, uncles, grandparents, cousins) - Pupils understand that I must make sensible decisions when choosing what to do	**Endpoints:** -Pupils can identify ways to respectfully resolve a dispute (listen, use kind words) -Pupils understand that friends should treat each other fairly and with respect (listen, use	**Endpoints:** -Pupils can identify a range of feelings and when they have experienced them (anger, sad, happy, worry, frustration, tired) -Pupils understand that there are strangers online and information

	-Pupils can give example of when I need to ask for permission and why it is important (hugging someone, leaving the classroom) -Pupils can recognise what giving consent sounds like 'yes', 'ok, 'that's fine'.	-Pupils understand that active lifestyles including regular exercise can keep our bodies healthier (more energy, stronger muscles, stronger heart) - Pupils understand that we all need to have a healthy balance of online and offline Activities (rest our eyes, fresh air, keep active) -Pupils have an understanding of the terms race and racism (groups we are placed in based on physical characteristics/ person is treated differently because their skin colour/race etc) -Pupils know that people can act differently online to how they do offline	portions of fruit and veg, eating sugar in moderation) -Pupils understand what the internet is -Pupils can identify different forms of money and how it can be looked after (credit cards, cash, vouchers, bank, money box) -Pupils can identify different sources of money (birthday money, pocket money, income from job)	online (not giving put personal information, not sharing passwords, not being unkind) -Pupils can identify dangers within the home (electrical sockets, sharp knives, open windows, boiling water) -Pupils know what anti-racist mean (pro-actively trying to stop racist behaviour-posters, assemblies, reporting to adults)	kind words, use kind hands, share) -Pupils understand ways to search safely (ask parental permission, age-appropriate searches/apps) -Pupils understand the purpose of drugs and how to keep myself safe (store in a high cupboard, adult supervision, don't share with others, take correct dose) -Pupils understand that some ideas that are shared aren't accurate (only bad people are racist) -Pupils understand that information put online lasts for a long time, if not forever.	that should and shouldn't be shared with them (personal information-passwords, school name, address, full name) -Pupils understand the importance of being kind online (kind words, not spoiling people's games, not sharing passwords) -Pupils can give an example of a stereotype (boys play with cars/girls like pink) -Pupils are beginning to understand that information they put online can be copied (screengrab, print out)

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints:	**Endpoints:**	**Endpoints:**	**Endpoints:**	**Endpoints:**	**Endpoints:**

-Pupils understand why we have school rules (keep us safe, make things fair) -Pupils can identify different communities and understand that they need to be treated with respect (religious groups, schools, clubs i.e. Beavers) -Pupils understand the importance of not sharing personal information online (Personal information- passwords, school name, address, full name) -Pupils can identify ways of giving consent and not giving consent (Yes! That's fine. No thanks. Not today) -Pupils can identify ways in which to save up (money box, bank account) -Pupils have an understanding go who it is safe to share information with (family members) REVISTED FROM YEAR 1 -Pupils have an understanding of the terms race and racism (groups we are placed in based on	-Pupils understand that bullying is hurtful (feeling left out, lonely, sadness, low mood) -Pupils understand that not everyone acts appropriately online (unkind messages, hacking accounts, inappropriate language) -Pupils understand that money can be spent or saved (piggy bank/bank, savings account) -Pupils understand the difference between wants and needs (want- toys/need-food) REVISTED FROM YEAR 1 -Pupils know what anti- racist mean (pro- actively trying to stop racist behaviour- posters, assemblies, reporting to adults)	-Pupils understand that changes can cause positive /negative emotions (loss, separation, moving schools, new sibling, new house) -Pupils can identify different emotions (anger, embarrassment, frustration, worry, anxiety, calm) -Pupils understand that people have responsibilities (going to work, sending children to school, feeding their children, making the bed, picking up litter) -Pupils understand how illness and disease can be prevented (washing hands, catching sneezes, good hygiene, healthy diet) -Pupils understand the importance of consent and what it sounds like (yes, ok, that's fine, go ahead)	- Pupils understand that other people need permission before they can touch us (hugging, kissing, sitting on knees) -Pupils understand that computer viruses can damage devices (lose information, stop games working) - Pupils understand that certain parts of our bodies are private (Genitalia)	-Pupils understand that everything that is put online is not true/inaccurate (fake news, fake images, fake facts) -Pupils understand that everyone is different (appearance, culture, religion, families) -Pupils can identify common dangers (roads, electricity, medicines) -Pupils are aware of how to keep myself safe around household products and drugs (locked in a high cupboard, adult supervision, read the instructions) -Pupils understand that racism can be hurtful (feeling left out, low confidence, feeling upset)	-Pupils know what to do if I see something online that makes me feel uncomfortable (Tell an adult) -Pupils can identify differences between boys and girls (genitalia, stereotypes) -Pupils can name external genitalia (penis, vagina) -Pupils understand that all families are different (siblings, stepparents, one parent families, grandparents) -Pupils understand that some groups are represented more than other (white British) -Pupils understand that some ideas about groups of people aren't accurate and the impact this might have (stereotypes, prejudice, low aspirations, low self- esteem)

	physical characteristics/ person is treated differently because their skin colour/race etc)					

Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand that some families can change and give reasons why (loss, separation) -Pupils understand that some people online are not trustworthy (lie about age, lie about gender, lie about interests) -Pupils understand that personal information should not be shared online and why (personal information-passwords, school name, address, full name) -Pupils have a more embedded understanding of the terms 'race and racism'. (Groups we are placed in based on physical characteristics/ person is treated differently because their skin colour/religious beliefs etc)	**Endpoints:** -Pupils understand that my actions can affect other people's feelings (low self-esteem, loneliness, sadness, high self-esteem, confidence, loved) -Pupils understand that all families are different and the reasons why (siblings, stepparents, one parent families, grandparents) -Pupils understand that not everyone finds the same things funny (online photos, messages, videos, news stories)	**Endpoints:** -Pupils understand the positive impact physical exercise can have (self-esteem, mental health, strong muscles, and heart) -Pupils understand the impact smoking, alcohol and drugs can have (low mood, poor health, addiction) -Pupils understand the impact too much screentime can have on my wellbeing (low mood, poor physical health, sore eyes) -Pupils understand that sleep is good for my mental health (rested brain, improved concentration)	**Endpoints:** -Pupils can recognise different feelings and when they need support (anger, sadness, frustration, loneliness, worry, anxiety) -Pupils understand how to behave appropriately online (don't share personal details, don't send unkind messages, ask for adult permission, go on age-appropriate websites and apps, don't send images of others) -Pupils understand what contributes to a healthy lifestyle (reduce screen time, eat healthy foods, exercise, sleep) -Pupils can identify examples of sexism and understand the definition of sexism -Pupils understand how to make responsible choices about their online identity	**Endpoints:** -Pupils can recognise how being online can impact our mental well-being (poor mental health, weight gain, lack of physical activity) -Pupils can identify various ways to prevent illness (washing hands, catching sneezes, medication, good diet) -Pupils know how to keep themselves safe around drugs and household products (locked in a high cupboard, adult supervision, read the instructions, seek doctor's advice) -Pupils know the dangers that taking medicines incorrectly can cause (side effects,	**Endpoints**: -Pupils understand that there are inappropriate materials online (images, websites, songs, videos) -Pupils understand that the messages we receive online can come from a variety of sources and that they might not always be reliable/trustworthy (images, websites, songs, videos, YouTube)

				(accurate information, private information)	illness, metal and physical health)	
	-Pupils have a better understanding of the term anti-racist and how it is different to being non-racist. Pupils show an understanding of the impact being anti-racist might have on society (Pro-actively trying to address racism and not ignore it- posters, speaking out, reporting to adults)					

Year 4	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand what makes a secure password and the importance of this (random letters and words, symbols, numbers) -Pupils understand that we are all different and this should not inhibit our friendships and how we treat each other (Interest, talents, appearance, families) -Pupils are aware of techniques to resolve disputes (compromise)	**Endpoints**: -Pupils understand why we have laws (fairness, equality, inclusion, safety) -Pupils understand what copyright is and that it can be illegal -Pupils understand who is in their wider community (religion, cultures, sports groups, schools)	**Endpoints**: -Pupils are becoming more digitally literate (Analysis of headlines, adverts, images) -Pupils understand that not everything online is true, and information needs to be verified (opinions, bias, fake news) -Pupils are beginning to understand what systematic racism is and the impact (prejudice,	**Endpoints**: -Pupils understand that we are all different have different abilities and strengths -Pupils understand that there is bias in the media that can be misleading (Inaccurate stories, persuasive) -Pupils understand that some of their views and ideas might be a result of the messages they see and	**Endpoints**: -Pupils understand that only females have periods -Pupils understand that there are legal and illegal drugs (Paracetamol, Calpol, anti-allergy drugs) -Pupils understand the impact of alcohol, drugs and vaping (low mood, poor health, addiction)	**Endpoints**: -Pupils understand that adverts are targeted (age/gender/ web searches/ downloads) -Pupils understand that only females have periods -Pupils are aware of the risks and dangers of smoking and alcohol (low mood, poor health, addiction)

	-Pupils are aware of different strategies they can put in place if they experience low mood (exercise, talking, fresh air, relaxing music) -Pupils understand how to make accurate searches	-Pupil can identify ways in which to make their community a better place to live (Picking up litter, being respectful, being inclusive)	stereotypes, employment, limit aspirations, isolation) -Pupils can identify why people might change their identity online (to attract friends, to play certain age-related games, escapism)	hear (Media/online/ home/peers/ school) -Pupils can identify examples of sexism and stereotypes and understand the impact it can have (self-image, aspirations, self-esteem, prejudice) -Pupils understand the terms racial socialisation and racial stereotypes and the impact the might have (self-image, aspirations, self-esteem, prejudice, discrimination) -Pupils are becoming more competent when analysing digital content (fact option, persuasion, bias)		-Pupils understands the term community and how to contribute positively (Picking up litter, being respectful, being inclusive) -Pupils understand the different decisions make about spending and strategies they can put in place to budget -Pupils understand that we make choices about how money is spent (save, budget spend)

Year 5	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand reasons why people get married (love, culture) -Pupils understand the importance of consent (law, respect) -Pupils can identify information which shouldn't be shared online and understand the consequences of 'oversharing' (risks, digital footprint) -Pupils are aware that social media can put pressure on us (body image/behaviours) -Pupils understand the importance of money (Lifestyle, essential, luxuries, needs and wants, debt, save, spend) -Pupils understand how to increase privacy settings and the importance of this (protect identity, protect information, hacking, fraud, unwanted attention)	Endpoints: -Pupils can identify the qualities that make a good friend and recognise the importance of 'empathy' -Pupils can identify triggers to their own negative emotions (tiredness, hunger, lessons, noise) -Pupils understand that social media can put pressure on us (jealousy, insecurity) -Pupils understand that images/news can be edited which creates untrustworthy/ false stories (profit) -Pupils can identify various stereotypes within their community and the impact these can have on our we view	Endpoints: -Pupils understand that everyone has different views and that doesn't have to impact our friendships negatively -Pupils can identify a name of strategies to manage online abuse (report to a trusted adult, keep evidence, block users, don't retaliate) -Pupils understand that friendships should make us feel positive and we shouldn't feel controlled or manipulated -Pupils understand that the images we see in the media of 'body types' are not always true representations (photoshopping, filters) -Pupils understand the term 'self-esteem' and how what we access	Endpoints: -Pupils can identify some of the signs of online danger -Pupils understand that our information can be used in different ways (to make money/target adverts) -Pupils understand some of the risks linked to posting images online (images are hard to delete, less control over them) -Pupils can discuss and reflect on how certain events can impact their mental health (divorce, house move, bereavement, illness) -Pupils understand that social media can put pressure on us and is not always a reflection of reality (jealousy, insecurity)	Endpoints: -Pupils understand the appropriate response to racist behaviour and language (report it, don't encourage, challenge, educate) -Pupils understand the importance of staying clean (regular showers, deodorant) -Pupils are aware of the process of menstruation -Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings) -Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour)	Endpoints: -Pupils suggest ways to stay fit and healthy (five a day, sleep, exercise, hygiene, balanced diet) -Pupils understand that online behaviour can impact their physical and mental health (low self-esteem , low mood, isolation, addiction, weight gain) -Pupils are more secure analysing digital content (adverts, make comparisons, clickbait, media sources) -Pupils can give examples of how to avoid illness (sleep, drugs and alcohol

		and behave towards certain groups (prejudice, limit aspirations, future jobs, isolation, unkindness)	online can impact this (social media) -Pupils understand that stereotypes can lead to conscious and unconscious bias (inaccurate views, unfair views, prejudice, stereotypes)	-Pupils understand why it is beneficial to stay calm and demonstrate self-control (feeling of control, people respond better, clearer messages given) **-Pupils understand the term 'discrimination', can give examples** and describe the impact -Pupils understand the impact sharing and taking images can have on themselves and others (reputation, embarrassment)	-Pupils understand how money can affect wellbeing (anxiety, worry, joy, overwhelmed) -Pupils can suggest reasons why people bully and the impact it has (low self-esteem, poor mental health, issues at home, learnt behaviour, peer pressure)	risks, dental hygiene, sun risks) -Pupils understand why ratings on movies and games are important (stranger contact, violence, sexual content, inappropriate images and language) -Pupils are aware of the risks related to medicines and how these can be controlled (reading labels, high cupboard, correct dosage, seeking medical help) -Pupils are aware of what makes drugs legal and how risk can be managed when consuming legal drugs and alcohol (stick to national guidelines, read labels, seek

					professional advice) -Understand that attention online can be positive and negative (online abuse, confidence, self-esteem)

Year 6	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Endpoints: -Pupils understand that bias can be misleading (stereotypes, prejudice) -Pupils are aware that stereotypes can be challenged (Films, newspaper, personal views, tv programmes, adverts) -Pupils understand that stereotypes in the media can be unfair and can	Endpoints: -Pupils can identify the protected characteristics and their purpose (disability/gender) -Pupils understand that social media can expose us to a limited number of views (commercial, ideological, religion)	Endpoints: -Pupils can identify how their behaviour can impact others within their community -Pupils understand that not everyone has the same amount of money or access to employment -Pupils are aware that advertising on the internet allows people to	Endpoints: -Pupils understand why some people take recreational and addictive drugs and the associated risks (peer pressure, self esteem addiction, poor mental and physical health) -Pupils can identify where to find accurate health information in order to gain accurate and truthful	Endpoints: -Pupils understand the different ways bodies change during puberty (menstruate, develop breast, greasy hair and skin, body odour) -Pupils are aware of the process of menstruation -Pupils understand the importance of	Endpoints: -Pupils can identify examples of healthy and unhealthy online attention (online abuse, stranger contact) -Pupils can identify was in which to reduce sexism and the impact this would have (less discrimination, equal

	discriminate (bias, prejudice, isolation limit people's careers/aspirations) -Pupils can use language related to gender, sexuality and identity (gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation) -Pupils understand how our actions/use of money can impact the environment (climate change, waste) -Pupils can make references to acknowledge sources	-I understand how history impacts us today (women's rights, stereotypes, equal rights) -Pupils can identify what to do if they experience prejudice (report it, don't encourage, challenge, educate) -Pupils know how to challenge bias and how stereotypes can lead to unconscious and conscious bias -Pupils understand how historical context and personal context that make racist jokes/comments particularly offensive -Pupils understand the importance of representation in the media critically evaluating it (religion, skin colour, gender, disability)	make money (YouTubers) -Pupils understand that in app purchases cost money and the risks (running up large bills) -Pupils can identify how money can be spent (wants, needs, essential, luxuries)	information (NHS, doctors, health visitor) -Pupils understand that not all health information is accurate and can recognise some features of fake news (incorrect spellings, incorrect logos, unrealistic stats) -Pupils know how to respond in an emergency and how to contact the emergency services (Call 999) -Pupils can recognise signs of online danger (abusive messages, unwanted contact) -Pupils understand the term 'discrimination', can give examples, describe the impact and discuss how to prevent it	staying clean (regular showers, deodorant) -Pupils understand the mental changes people go through during puberty (anxiety, hormones, mood swings) -Pupils can identify reasons why some people flee their countries and choose to live in the UK -Pupils understand that our country is made up of lots of different cultures made up of immigrants who have come to the UK -Pupils understand that information online is not always true and understand there are ways to check validity (check various sources)	opportunities, self-esteem) -Pupils can identify ways to make positive change (being kind, being inclusive) -Pupils can identify ways to earn money (pocket money, chores) -Pupils understand that some people experience pressure in relation to drugs and alcohol (peer pressure, social isolation)

		-Pupils understand the impact of racial myths (stereotypes, bias, prejudice, inequality)			-Pupils understand that some people experience pressure in relation to drugs and alcohol (peer pressure, social isolation)	