

RSE Curriculum and Outcomes Knowledge and Skills 2026

Stage 1

Year 1, 2, 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage:	Coverage: Topic: Respectful Relationships <i>Respectful relationships</i>	Coverage: Topic: Being safe Being safe Public private trust	Coverage: Topic: Internet safety Online relationships. Internet safety and harm (health)	Coverage: Big Question: How do we keep well? <i>Healthy Lifestyles</i> <i>(Drugs, alcohol and tobacco)</i>	Coverage: Topic: Changing and growing Puberty	
LINKS to PSHE	Self-Awareness – SA3, SA5 Managing Feelings – MF2	Self-Care Support and Safety - SSS3, SSS5	Self-Care Support and Safety - SSS4	Healthy Living – HL3	Changing and growing – CG1, CG2, CG3	
Knowledge:	Knowledge: I know how to be kind to others. I know prompts to support a respectful relationship. I know how to experience playing and sharing. I know how to explore Bennerley Attitudes. I know my body belongs to me. I know how to recognise different emotions in myself and others	Knowledge: I know what personal things are. I know what private things are. I know when we need to keep a secret. I know how to stay safe in school. I know who a safe stranger is.	Knowledge: I know how to use ICT safely. I know how to communicate my wishes with symbols and IT. I know that passwords keep me safe online. I know feelings related to online activities.	Knowledge: I know a range of emotions when feeling unwell. I know why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me. I know how to keep my teeth healthy	Knowledge: I know myself in a baby photo. I know what a baby needs. I know stages of growth. I know body parts. I know how to match animals and their young. I know what positive touch is. I know how to say no I know routines for looking after myself	
Skills:	Skills: I can show how to be kind to others. I can match symbols and prompts to support being respectful. I can experience the Bennerley Attitudes. I can follow instructions to play and share with my peers. I can communicate Stop or No using my preferred communication method	Skills:  I can sort things that are private and personal I can experience when it is good to keep a secret I can recognise feelings related to a secret. I can match feelings to a surprise. I can identify who is a safe stranger.	Skills: I can explore how to use an iPad safely. I can use symbols and the iPad to communicate. I can identify games and activities that I enjoy online. I can identify that some games/activities need a password.	Skills: I can match reasons for feeling unwell. I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines. I can follow instructions to clean my teeth	Skills: I can use photos to recognise myself as a baby. I can use pictures to order stages of development. I can experience what a baby needs. I can name body parts. I can recognise animals and their young. I can experience positive touch and respond. I can experience how to give consent. I can participate in supported self care routines	

	I know how to recognise different emotions in myself and others.				
Assessment:	Assessment: SA3 – Playing and Working together Encountering: I can respond to taking turns as modelled by both adults and peers. Foundation: I can demonstrate being alert and ready to listen. I can demonstrate good listening and describe how to listen to other people. I can describe times when we take turns in school. SA5 – Getting on with others. Encountering: I can respond to stimuli about different feelings others or we may experience. Foundation: I can describe positive ways we could let others know how we are feeling. MF2 – Managing strong feelings Encountering: I can respond to stimuli about some of the different ways we can communicate our feelings and needs to others. Foundation: I can identify some different ways of communicating feelings and needs to others.	Assessment: SSS3 - Trust Encountering: I can respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. Foundation: I can recognise things we would call personal and things we would call private. I can recognise what keeping something secret means. I can identify someone who can help us if we are afraid or worried. SSS5 – Public and Private Encountering: I can respond to stimuli about things that belong to us. I can respond to stimuli about what things we might do with other people and things we would do on our own. Foundation: I can identify and recognise some personal belongings. I can recognise the difference between something that is private and something that is public. I can explain that we have the right to keep our bodies private.	Assessment: SSS4 – Keeping Safe Online Encountering: I can respond with curiosity to adult modelling of different ways that people Foundation: I can describe some ways that we use to communicate including online.	Assessment: HL3 – Keeping Well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us.	Assessment: CG1 – Baby to adult Encountering: I can respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. Foundation: I can identify some of the differences between a baby, child and adult. CG2 – Changes at puberty Encountering: I can respond with curiosity to adult prompting of the names of body parts. Foundation: I can recognise correct vocabulary for some of the main parts of the body. I can recognise that bodies change as people become adults. CG3 – Dealing with touch Encountering: I can respond with interest to stimuli about different kinds of daily physical contact we experience. Foundation: I can identify some ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.
	Prepares for Stage 2 Respectful Relationships.	Prepares for Stage 2 Being Safe	Prepares for Stage 2 Internet Safety and Online Relationships.	Prepares for Stage 2 How do we keep well?	Prepares for Stage 2 Changing and Growing (puberty)

Stage 2 RSHE Curriculum overview 2026

Year 1,2,3.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 Respectful Relationships	Builds on Stage 1 Being Safe	Builds on Stage 1 Internet Safety/ Online Relationships.	Builds on Stage 1 How do I keep well?	Builds on Stage 1 Changing and Growing (Puberty)	
Coverage:	Coverage: Topic: Respectful Relationships <i>Respectful relationships</i>	Coverage: Topic: Being Safe Being Safe Public, Private, Trust.	Coverage: Topic: Internet safety Online relationships. Internet safety and harm (health)	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Topic: Changing and growing Puberty	
LINKS TO PSHE	Self-Awareness – SA3, SA5 Managing Feelings – MF2	Self-Care Support and Safety - SSS3, SSS5 Changing and growing – CG3	Self-Care Support and Safety - SSS4	Health Living – HL3	Changing and growing – CG1, CG2, CG3	
EARLY ENGAGEMENT PATHWAY Knowledge:	Knowledge: I know ways to be kind to others. I know what can help make a kind relationship. I know what playing and sharing looks like. I know of the Bennerley Attitudes.	Knowledge: I know some things that are personal to me. I know how to stay safe in school. I know a safe stranger. I know when things are not safe. I know some private and public places that are familiar to me.	Knowledge: I know what being safe on a device looks like. I know how to communicate my wishes with symbols and IT I know that my family and teachers can help me be safe online.	Knowledge: I know that when I am poorly I might feel cross or sad. I know what body parts might hurt when I feel poorly. I know ways to stay safe at home and at school. I know what medicine might look like. I know who can give me medicine.	Knowledge: I know how to match stages of growth, with support. I know different body parts, with support. I know what animals and their young look like, with support. I know what a positive touch looks like, with support. I know how to explore giving and receiving consent, using signs and symbols (yes/no). I know routines for personal hygiene. SECONDARY and UKS2 I know ways that my body is changing, with support. I know that I have different feelings when I am growing up, with support. I know that there are activities and routines that will help manage my feelings.	
Skills:	Skills: I can show how to be kind to others. I can match symbols and prompts to support being kind and respectful. I can follow instructions to play and share with my peers.	Skills: I can sort things that are personal and private, with support. I can sort places that are public and private, with support. I can find and match safe strangers using photos and symbols.	Skills: I can explore ways of staying safe online. I can use symbols and a device to communicate. I can identify games and activities that I enjoy online.	Skills: I can match reasons for feeling unwell using photos or symbols for help. I can recognise feelings when feeling unwell (cross or sad).	Skills: I can begin to use photos to match stages of growth, with support. I can name body parts, using objects or reference, photos or symbols (where appropriate). I can begin to recognise animals and their young, using objects of reference, photos or symbols. I can experience positive touch and respond. I can experience giving and receiving consent, using signs or symbols (yes/no).	

	I can explore the Bennerley Attitude 'respect.'	I can explore ways of keeping safe in school.	I can explore some games and activities that need a password.	I can begin to identify safe and unsafe objects, with support. I can begin to identify who can give me medicines, with support.	I can participate in supported self-care routines. SECONDARY and KS2 I can identify how my body is changing, with support. I can identify some feelings using the zones of regulations, with support. I can explore activities and routines that help me manage my feelings.
ENGAGEMENT PATHWAY Knowledge:	Knowledge: I know how to be kind to others. I know what can help make a respectful relationship. I know what playing and sharing looks like. I know what the Bennerley Attitudes are. I know what sharing looks like during structured turn taking activities I know that my personal space can be protected by communicating my wishes	Knowledge: I know some things that are personal to me. I know how to stay safe in school. I know a safe stranger. I know when things are not safe. I know some private and public places that are familiar to me.	Knowledge: I know how to stay safe online. I know how to communicate my wishes with symbols and IT I know what a password is	Knowledge: I know a range of emotions when feeling unwell. I know why I am feeling unwell. I know how to stay safe at home and at school. I know what a safe medicine is and who can give it to me,	Knowledge: I know how to match stages of growth. I know different body parts. I know what animals and their young look like. I know what a positive touch looks like. I know how to give and receive consent I know routines for personal hygiene SECONDARY and UKS2 I know that my body is changing I know that I have different feelings when I am growing up I know that there are activities and routines that will help manage my feelings
Skills:	Skills: I can show how to be kind to others. I can match symbols and prompts to support being respectful. I can follow instructions to play and share with my peers. I can explore the Bennerley Attitude 'respect.' I can follow instructions to share with a partner I can communicate a boundary by matching a stop or no prompt	Skills: I can sort things that are personal and private. I can sort places that are public and private. I can identify who is a safe stranger. I can explore ways of keeping safe in school.	Skills: I can explore ways of staying safe online. I can use symbols and the iPad to communicate. I can identify games and activities that I enjoy online. I can identify that some games and activities need a password.	Skills: I can match reasons for feeling unwell I can recognise feelings when feeling unwell I can identify safe and unsafe products I can identify who can give me medicines.	Skills: I can use photos to match stages of growth. I can name body parts. I can recognise animals and their young. I can experience positive touch and respond. I can experience giving and receiving consent I can participate in supported self-care routines SECONDARY and KS2 I can identify how my body is changing I can identify some feelings using the zones of regulations I can explore activities and routines that make me manage my feelings
PROGRESSION PATHWAY Knowledge:	Knowledge: I know how to be respectful. I know when others are showing respect. I know how the Bennerley Attitude promotes respect. I know what to do after falling out.	Knowledge: I know what a secret and surprise is. I know private and public places. I know that my body belongs to me. I know what appropriate touch is. I know what to do if I feel unsafe.	Knowledge: I know that some online content is safe and some is not I know I should only talk to people I know and trust online. I know that personal information should not be shared. I know and recognise situations that are unsafe	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe.	Knowledge: I know the different stages in the human life cycle (baby, child, adult). I know the physical changes in my body during puberty. I know the main physical changes in male and female bodies. I know the emotional changes in my body during puberty I know that I can recognise and make choices to manage these feelings I know the name the body parts using correct vocabulary.

	I know how to recognise and accept differences of others. I know what unacceptable behaviours are in a relationship.	I know what is appropriate in private and public spaces including online I know what trust is.	or unfamiliar online (e.g. pop-ups, unknown messages). I know the role of trusted adults and how to ask for help. I know the importance of taking breaks and screen-time limits for health	I know that I can be kept healthy through vaccinations. SECONDARY and Upper KS2 I know some effects of alcohol I know some effects of smoking I know some effects of vaping	I know about personal hygiene and germs I know how I can stay healthy I know the importance of sufficient good quality sleep I know that my body belongs to me. I know what appropriate touch is. I know what consent is and how to give it
Skills:	Skills: I can demonstrate respect when interacting with others. I can talk about how others show respect. I can give examples of how Bennerley Attitudes promotes respect. I can give examples of how to repair a relationship after falling out. I can discuss differences (including LGBTQ) I can give examples of unacceptable behaviours in a relationship.	Skills: I can name the differences between a surprise and secret. I can talk about my body belongs to me and that parts are private. I can discuss appropriate touch. I can talk about how to say no to unwanted interaction. I can sort private and public places. I can identify behaviours that are acceptable in private and public places. I can explore what to do if I feel unsafe. I can give examples of people to trust. I can identify feelings when we trust someone.	Skills: I can follow simple rules like asking before using a device or watching a video I can explain why games have age limits. I can make simple safe/unsafe choices from options I can express how I feel about things I see or hear online. I can seek help or stop an activity when unsure	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explain what a vaccine is and why they are given SECONDARY and UPPER KS2 I can explore the effects of alcohol I can explore the effects of smoking I can explore the effects of vaping	Skills: I can identify the differences between a baby, child and adult. I can identify how my body physically changes, as I get older. (link to menstruation when appropriate) I can describe the main physical changes in male and female bodies. I can identify different emotions changes that happen during puberty I can identify what I can name male and female body part using correct vocabulary. I can explain that my body belongs to me. I can demonstrate that I need to ask to touch someone. I can demonstrate acceptable touch.
Assessment:	Assessment: SA2 – Kind and Unkind behaviours Foundation: I can recognise that behaviours which hurts others' bodies or feelings is wrong. Core: I can identify when people are being kind or unkind. I can give examples of how our feelings can be hurt.	Assessment: SSS3 – Trust Encountering: I can respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. Foundation: I can recognise things we would call personal and things we would call private.	Assessment: SSS4 – Keeping Safe Online Encountering: I can respond with curiosity to adult modelling of different ways that people Foundation: I can describe some ways that we use to communicate including online. Core:	Assessment: HL3 – Keeping well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell.	Assessment: CG1 – Baby to Adult Encountering: I can respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. Foundation: I can identify some of the differences between a baby, child and adult. Core: I can describe how our needs have changed since we were a baby. Development:

	SA3 – Playing and Working together. Encountering: I can respond to taking turns as modelled by both adults and peers Foundation: I can demonstrate being alert and ready to listen. I can demonstrate good listening and describe how to listen to other people. I can describe times when we take turns in school. Core: I can identify reasons why it is important to listen to other people. I can identify actions and behaviours that show we are being polite and courteous. I can demonstrate ways of playing and working cooperatively. I can explain what we mean by being fair to one another. SA5 – Getting on with others. Foundation: I can describe times when we may feel unhappy with our friends or family. I can demonstrate positive ways to let others know how we are feeling. Core: I can describe ways we may disagree and fall out. I can demonstrate ways of making up after falling out. Development: I can explain how others may feel differently. I can identify how to treat others and ourselves with respect. MF2 – Managing strong feelings	I can recognise what keeping something secret means. I can identify someone who can help us if we are afraid or worried. Core: I can explain what trust is and give examples. I can identify how we feel when we trust someone. I can identify the difference between a surprise and a secret. I can recognise that you don't have to keep a secret if we are worried, afraid or sad. Development: I can recognise that we do not have to trust someone. I recognise that no adult should ask us to keep a secret, but we can keep a surprise. I can explain that we don't keep a secret that makes us feel uncomfortable. I can explain when and why to ask for help. SSS5 – Public and Private Encountering: I can respond to stimuli about things that belong to us. I can respond to stimuli about what things we might do with other people and things we would do on our own. Foundation: I can identify and recognise some personal belongings. I can recognise the difference between something that is private and something that is public.	I can demonstrate simple ways of communicating our choices to others. I can give examples of how people might use technology to communicate with others. I can identify some risks of communicating online. Development: I can describe simple ways of keeping safe online, such as using passwords or having an adult to help access the internet. I can explain that there are people online who may not have our best interests at heart. I can identify things we should never share online without checking with a trusted adult first. I can identify some of the benefits of balancing time on electronic devices with other activities.	Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms. I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY: I can describe how smoking and drinking	I can describe some of the things we can do now that we could not do when we were younger. I can identify stages of the human life cycle. CG2 – Puberty: Foundation: I can recognise correct vocabulary for some body parts, including genitalia. I can recognise that bodies change, as people become adults. Core: I can describe the main physical differences between male and female bodies. I can identify whom we can talk to about growing and changing. Development: I can describe some of the physical changes that occur as we grow up. I can describe what happens during puberty (hormones, wet dreams, menstruation, physical) I can use correct vocabulary to name male and female reproductive organs. I can recognise that during and after puberty some people enjoy masturbating and this should be done in private. CG3 – Dealing with Touch Foundation: I can demonstrate ways to let people who help us know if we are not comfortable with the way we are being touched. Core: I can explain that our bodies belong to us. I can recognise that we need to respect others and ask permission before we touch them. I can explain why physical contact might be inappropriate. Development: I can describe different types of physical contact. I can describe or demonstrate how to respond to unwanted physical contact. I can identify trusted adults we can tell.
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	Foundation: I can identify some different ways of communicating feelings and needs to others.	I can explain that we have the right to keep our bodies private. Core: I can identify public and private places. I can identify places/times/situations, which would be private. I can give examples of things we do in private and never in public. Development: I can explain why it is not appropriate to do certain things in public. CG3 – Dealing with Touch Foundation: I can identify ways a trusted adult may touch us as part of our daily care and routine. I can demonstrate ways to let people who help us know if we are not comfortable with the way we are being touched. Core: I can explain that our bodies belong to us. I can recognise that we need to respect others and ask permission before we touch them. I can explain why physical contact might be inappropriate. Development: I can describe different types of physical contact. I can describe or demonstrate how to respond to unwanted physical contact. I can identify trusted adults we can tell.		alcohol can affect people's health.	
	Prepares for Stage 3 Families.	Prepares for Stage 3 Being Safe.	Prepares for Stage 3 Internet Safety	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 Changing and Growing (Puberty)

Stage 3 RSHE Curriculum coverage 2026

Year 1,2,3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	Builds on stage 2 Respectful Relationships	Builds on stage 2 Being Safe	Builds on stage 2 Internet Safety/ Online Relationships.	Builds on stage 2 How do we keep well?	Builds on stage 2 Changing and Growing (puberty)
Coverage:	Coverage: Topic: Respectful Relationships <i>Respectful relationships</i>	Coverage: Topic: Being Safe Being Safe (Trust, Private, Public)	Coverage: Topic: Internet Safety Online relationships	Coverage: Topic: Healthy Lifestyles (Drugs, alcohol and tobacco)	Coverage: Topic: Intimate and sexual relationships. Intimate relationships, consent and contraception.
LINKS TO PSHE	Self-Awareness – SA3, Changing and Growing – CG2, CG3	Self-Care, Support and Safety – SSS2, SSS6	Self-care, Support and Safety – SSS4, SSS6	Healthy Lifestyles– HL6, HL7	Changing and Growing - CG1, CG4
Knowledge:	Knowledge: I know how Bennerley Attitudes promote respectful relationships. I know what a healthy relationship is. I know what to do after falling out. I know how others' behaviour can make you feel. I know and respect differences in others. I know what prejudice and discrimination are. <i>I know there are different types of bullying (online and offline)</i> <i>I know how to get help if someone is being bullied (online and offline)</i>	Knowledge: I know what is private and public. I know what things should be kept private. I know what and whom I can share things with. I know how to keep our bodies safe. I know what unwanted physical contact is. I know what personal space is. I know what to do if I am frightened or worried. I know how and who to tell if someone makes us feel worried or uncomfortable.	Knowledge: I know different ways to keep safe online. I know what is private and what is public online. I know what is appropriate to share online. I know whom to talk to online and associated dangers. I know what to do if I am worried. I know what social media is. I know that not everything online is real. I know how to stay safe online.	Knowledge: I know how to identify different health professionals. I know how health professionals take care of us and our bodies. I know what a medicine is and where you can get it from. I know how you take medicines. I know the differences between medicinal drugs and drugs. I know what a vaccine is and the importance of them. I know the differences between alcohol and non-alcohol drinks. I know what to do if you are unwell. I know how to explain rules for alcohol and why they exist. I know how to identify common legal drugs.	Knowledge: I know how we change, as we get older. (physically and emotionally) I know different types of relationships. I know what consent means. I know that I have the right to say no. I know how to recognise and accept no I know how strong feelings make you feel. I know the importance of sleep and personal hygiene as our bodies change I know what sex is and what happens. I know the consequences of having sex. I know that there are forms of contraception. I know appropriate behaviours in public places. I know whom to talk to about relationships.

				I know why people smoke/vape. I know the dangers of smoking/vaping.	
Skills:	Skills: I can describe and reflect how Bennerley Attitudes promote respectful relationships. I can identify what makes a positive relationship. I can explain what to do after falling out. I can identify how others' behaviour can make you feel angry or sad. I can demonstrate respect and tolerance differences in others. I can give examples of prejudice and discrimination. I can identify what bullying is (online and offline) I can explain what to do if someone is being bullied (online and offline)	Skills: I can list what is private and what is public. I can name things that should be kept private. I can name whom I should trust to share things with. I can explain how to my body safe. I can describe what to do if I don't want to be touched. I can explain what is my personal space. I can recognise feelings of scared and worried. I can explain what to do if I feel worried or scared.	Skills: I can name the ways to stay safe online. I can list what is private and what is public online. I can recognise what can safely be shared online. I can explain who I should be friends with on line. I can explain what social media is. I can identify fake and real news. I can identify whom to ask for permission before sharing online. I can explain who I can talk to if I am worried about online activities.	Skills: I can name different health professionals and how they take care of us. I can name medicine, how we take them and where we get them from. I can recognise why we may need to take medicinal drugs. I can compare medicinal drugs and drugs. I can explain what a vaccine is and why we have them. I can compare the differences between alcohol and non-alcohol drinks. I can name common legal drugs. I can explain what smoking and vaping are, why people do it and the dangers. I can explain the dangers of drugs, alcohol and tobacco. I can explain what to do if I feel unwell.	Skills: I can list how we change physically, emotionally and socially. I can explain changes that happen during puberty. I can name the similarities and differences of different types of relationships. I can identify what consent is and how it is given. I can explore that I have the right to say no. I can discuss how someone might show no and know how to accept this I can identify different feelings towards others (romantic/intimate/friendship). I can explain why sleep and personal hygiene is important during puberty I can identify what sex is and what happens. I can discuss forms of contraception and the consequences of not using it. I can identify how to behave appropriately in public places. I can discuss whom I can talk to about relationships.
Assessment:	Assessment: SA3 Encountering: I can respond to stimuli about people who are different to us in different ways. Foundation: I can describe what it means to treat others in a kind and fair way. I can recognise that everyone is unique and special and no one should be treated unfairly. Core: I can recognise what prejudice means.	Assessment: SSS2 Encountering: I can respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Foundation: I can explain what being frightened or worried means. I can describe in simple terms what it means to take care of our bodies. Core: I can demonstrate simple strategies we can use if we are feeling frightened or worried.	Assessment: SSS4 Encountering: I can respond with curiosity to stimuli about different ways of keeping safe online. Foundation: I can describe what keeping safe online means. Core: I can explain what is meant by social media and how people use it. I can recognise that not all information online is true.	Assessment: HL6 – Medical drugs Encountering: I can respond to stimuli about different health professionals and how they take care of us. Foundation: I can recognise what is meant by a medicine. Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. HL7 – Medicinal drugs, Drugs, alcohol and tobacco.	Assessment: CG1 Encountering I can respond with curiosity to stimuli about the ways in which we change, as we get older. Foundation: I can identify some of the different ways we have changed, as we have grown older. Core: I can explain and describe changes that happen at puberty. CG4 Encountering: I can respond to stimuli about romantic relationships. Foundation: I can demonstrate ways to others that we are happy/willing or not happy/unwilling to do something (giving and not giving consent). I can identify similarities and differences between friendships/romantic/intimate relationships.

	Topic: Respectful Relationships Respectful relationships	Topic: Being Safe Being Safe (Trust, Private, Public)	Topic: Internet Safety Online relationships	Topic: Healthy Lifestyle (Drugs and alcohol)	Topic: Intimate and sexual relationships. Intimate relationships, consent and contraception.
LINKS TO PSHE	Self-Awareness – SA3, Changing and Growing – CG2, CG3	Self-Care, Support and Safety – SSS2, SSS6	Self-care, Support and Safety – SSS4, SSS6	Healthy Living – HL6, HL7	Changing and Growing - CG1, CG4
Pre Entry Knowledge	Knowledge: I know how Bennerley Attitudes promote respectful relationships I know what a healthy relationship is I know what to do after falling out I know how others' behaviour can make you feel I know and respect differences in others (including LGBTQ+ identities and families) I know there are different types of bullying and how to get help				
Pre Entry Skills:	Skills: I can demonstrate a school value during a group activity I can use a visual checklist to identify a good friend or partner I can use a communication method to say stop or no I can match an action to an emotion I can point out something I share and something that is different with a peer I can find and use a trusted adult to help me				
Entry Knowledge:	Knowledge: I know how Bennerley Attitudes promote respectful relationships. I know what a positive and healthy relationship is. I know why boundaries are important. I know what to do after falling out.	Knowledge: I know what unwanted physical contact is. I know what harassment is. I know who is responsible for keeping us safe. I know how to challenge unwanted behaviour. I know when it is appropriate to be in	Knowledge: I know different ways to keep safe online. I know what is appropriate to share online. I know whom to talk to online and associated dangers. I know what to do if I am worried.	Knowledge: I know different prescribed and over the counter drugs. I know the difference between prescribed and over the counter drugs. I know how you can take medicines and how they help take care of our health.	Knowledge: I know how we change as we get older. I know how our brain develops as our body changes through adolescence I know different types of relationships. I know what consent means. I know that I have the right to say no and that others must respect it. I know how strong feelings make you feel. I know what sex is and the law. I know the consequences of having sex. I know the stages of development.

	I know and respect differences in others. I know how others' behaviour can make you feel. I know what prejudice and discrimination are. I know how to manage behaviour because of prejudice and discrimination. <i>I know what bullying is and that it can happen both on and offline.</i>	someone's personal space. I know what aspects of my life to keep private. I know how to stay safe online. I know how to manage requests to share information online and how to report it. I know that some actions (assault and harassment) are crimes.	I know the positives and negatives of social media. I know that not everything online is real. I know how to stay safe online. I know what is inappropriate to look at and the consequences. I know how to report and block unwanted information/contact.	I know what a vaccination and immunisation are I know the name common legal drugs. I know the rules around the selling and consumption of alcohol and nicotine. I know why there are special rules. I know the name of illegal drugs and the laws. I know the benefits of not smoking/vaping, drinking alcohol or using drugs. I know how peer pressure might influence our decision. I know the risks and consequences of alcohol, smoking and drugs on my body. I know the impact on others if they are misused. I can identify how and where to get help. Online Safety - Understanding Online Influences, Pressure, and Misinformation Online <i>I know how online platforms can glamorise risky behaviours (e.g. vaping, drinking).</i>	I know forms of contraception. I know what appropriate behaviours in public places are. I know who to talk to if I need help, including professionals.
Entry Skills:	Skills: I can describe and reflect how Bennerley Attitudes promote respectful relationships. I can identify and explain what makes a positive and healthy relationship. I can describe what boundaries are important in a relationship. I can use strategies to demonstrate how to repair broken relationships. I can demonstrate respect and tolerance differences in others. I can explain what prejudice and	Skills: I can describe unwanted physical contact. I can explain harassment. I can identify who is responsible for keeping us safe. I can discuss how to challenge unwanted behaviour. I can name when it is appropriate and in appropriate to be in personal space. I can list aspects of my life to keep private. I can identify how to stay safe online.	Skills: I can name the ways to stay safe online. I can recognise what can safely be shared online. I can explain who I should be friends with on line. I can explain the impact of social media. I can identify fake and real news. I can identify whom to ask for permission before sharing online. I can explain what is not appropriate to look at online and what could happen next.	Skills: I can name prescribed and over the counter drugs. I can explain why and how they are different. I can explain how medicines, when used responsibly can help take care of our health. I can explain what vaccinations we have and why I can identify common legal drugs. I can explain why there are rules around selling and consuming alcohol, drugs and nicotine.	Skills: I can list how we change physically, emotionally and socially. I can explain how our brain develops during adolescence I can explain changes that happen during puberty. I can name the similarities and differences of different types of relationships. I can identify what consent is and how it is given. I can explore that I have the right to say no and it must be respected. I can identify different feelings towards others (romantic/intimate/friendship). I can identify what sex is and the law. I can explain the stages of development from conception. I can discuss forms of contraception and the consequences of not using it. I can identify how to behave appropriately in public places. I can list who I can get help from if I am worried, including professionals.

	discrimination is and how to manage someone's behaviour as a result. <i>I can explain different types of bullying and what to do (online and offline)</i>	I can explain how to manage requests to share information on line and how to report it. I can recognise that some actions (assault and harassment) are crimes.	I can list what to do if I am worried about online activities. I can explain how to block and report any unwanted contact.	I can name illegal drugs and the laws associated with them. I can explain what influences decisions to smoke/vape, drink alcohol or use drugs. I can recognise risks and consequences of alcohol, smoking and drugs on my body. I can explore the impact on others if they are misused. I can recognise how and where to get help. <i>I can identify examples of peer pressure in social media or group chats.</i> <i>I can Fact-check online health claims and recognise misinformation.</i>	
Assessment:	Assessment: SA3 – Prejudice and discrimination Core: I can recognise what prejudice means. I can explain what it means to discriminate against someone. Development: I can identify some examples of different forms of prejudice and discrimination we may have seen/heard about. I can recognise prejudice and discrimination in any form are unacceptable, Enrichment: I can demonstrate simple constructive strategies for responding to prejudice and discrimination. I can give reasons why we should expect to be treated with respect by others.	Assessment: SSS2 Core: I can demonstrate simple strategies we can use if we are feeling frightened or worried. I can identify who is responsible for keeping us safe and explain the importance of helping to keep others safe. I can explain what unwanted physical contact means. Development: I can explain that no one has the right to make us feel frightened or uncomfortable and how to recognise harassment. I can explain what is meant by personal space. I can describe ways we can safely challenge unwanted physical contact and ask for help. Enrichment: I can describe how it might feel when someone encroaches on our personal space. I can give examples when it is not appropriate to be	Assessment: SSS4 Core: I can explain what is meant by social media and how people use it. I can recognise that not all information online is true. I can explain how other people's identity can be different from real life. I can identify what we should do before we like, forward or share on social media. Development: I can describe some ways in which social media can be used in a safe and positive ways. I can identify some possible risks of using social media. I can describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. SSS6 Core:	Assessment: HL6 – Medical drugs Encountering: Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. Development: I can identify some examples of over the counter medicine. I can describe how medicines, when used responsibly can help us to take care of our health. Enrichment: I can recognise the importance of taking over the counter and prescribed medicines correctly. HL7 – Medicinal drugs, Drugs, alcohol and tobacco. Core: I can identify some common legal drugs. I can recognise that there are special rules around the selling and consumption of nicotine	Assessment: Assessment: CG1 Core: I can explain and describe changes that happen at puberty. I can describe some of the new opportunities and responsibilities we have experienced as we have grown older. Development: I can describe the specific physical and emotional changes that happen during puberty. Enrichment: I can identify the functions of the reproductive organs including how conception occurs. Describe the different stages of reproduction, pregnancy and birth. CG4 Core: I can identify different types of intimate relationships including same sex relationships. I can describe how strong emotions might make people feel. I can explain what seeking and giving/not giving consent means and that we have the right to say no. I can recognise what sex means, what happens during sexual activity and the consequences of sex might include pregnancy and some STIs. I can recognise that contraception can prevent pregnancy and some STIs. I can explain the difference between appropriate and inappropriate behaviours in public places. Development:

	in someone's personal space. I can explain that feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. I can explain that some actions (assault and harassment) are crimes and how to respond including reporting to the police. SSS6 Core: I can explain that no one has the right to make us share photo or information online. I can identify why sharing online is not safe. I can explain why a trusted adults' permission is needed before sharing. Development: I can identify aspects of our lives that we may wish to keep private. I can identify what is appropriate and inappropriate online. I can explain how to manage requests to share a photo or information including how to report it. Enrichment: I can describe specific ways of keeping ourselves safe online. I can recognise that sharing/viewing sexual images is against the law. I can explain what could happen next and the impact on self and others	I can explain that no one has the right to make us share photo or information online. I can identify why sharing online is not safe. I can explain why a trusted adults' permission is needed before sharing. Development: I can identify aspects of our lives that we may wish to keep private. I can identify what is appropriate and inappropriate online. I can explain how to manage requests to share a photo or information including how to report it. Enrichment: I can describe specific ways of keeping ourselves safe online. I can recognise that sharing/viewing sexual images is against the law. I can explain what could happen next and the impact on self and others.	and alcohol and why they exist. I can identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. I can recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. Development: I can explain that there are laws around supplying or possessing illegal substances and why they exist. I can describe some of the risks and consequences of drinking alcohol, smoking and other drugs on the body. I can identify how misusing substances/alcohol might impact on relationships. I can identify when, why and how to ask for help in relation to drugs and alcohol. Enrichment: I can explain how drugs/alcohol can affect how people feel, influence their decisions and can contribute to causing accidents. I can describe how pressure to use substance	I can define what intimacy means. I can recognise readiness for a relationship that may include sex. I can recognise expectations we may have of being in a relationship. I can describe ways to check if consent is being given. I can explain that there are laws about the legal age if consent for sexual activity. I can identify sources of support with relationships and sex. Enrichment: I can explain that if someone fails to respect another person's right to not give consent then they are committing a serious crime. I can describe forms of contraception. I can explain what STIs are. I can explain how and when to access sexual health services.
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