

Puzzle Piece	Being in my world — Autumn I	
	Reception	Year I — Year 6
D ₅ E Statutory Relationships & Health Education outcomes	ReceptionPSED - ELG: SELF-REGULATIONShow an understanding of theirown peelings and those opothers, and begin to regulatetheir behaviour accordingly.Give pocused attention to whatthe teacher says, respondingappropriately even whenengaged in activity, and showan ability to pollow instructionsinvolving several ideas oractions.ELG: MANAGING SELFExplain the reasons por rules,know right prom wrong and tryto behave accordingly.PSED - ELG: BUILDINGRELATIONSHIPSWork and play co-operativelyand take turns with others.Show sensitivity to their ownand to others' needs.	Year Year Year G Relationships Education By end og primary, pupils should tow Caring priendships (77) how important prendships are in making us peel happy and secure, and how people choose and make priends (88) the choreceristics og prindships, including mutual respect, truthpulness, trustworthiness, loyally, kindness, generosity, trust, sharing interests and experiences and support with problems and digricultize (RP) that healthy prindships are positive and welcoming lowards others, and do not make others peel lonely or excluded (RI) how to recognise who to trust and who not to trust, how to judge when a priendship is making them peel unhappy or uncompartable, managing conplict, how to manage these situations and how to be set help or advice pron others, ip needed. Respectful relationships (RI) how to recognise who to trust and who not to trust, how to judge when a priendship is making them peel unhappy or uncompartable, managing conplict, how to manage these situations and how to be set help or advice pron others, ip needed. (RI2) the importance og respecting others, even when they are very diggreent prom them (gor example, physically, in character, personality or backgrounds), or make diggreent choices or have diggreent preperences or beliegs (RI2) the importance og self-respect and how this links to their own happiness (RI4) the conventions og courtesy and manners (RI2) that in school and in wider societly they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in posithons og authority
DfE		(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support



PSED - ELG: SELF- REGULATION Show an understanding of their own peelings and those of others, and begin to regulate their behaviour accordingly. Give pocused attention to what Give pocused attention to what Relationships Education - By end of primary, pupils should know: Families and the people who care for me (RI) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		Celebrating Difference — Autumn 2		
Show sensitivity to their own and to others' needs. (RIO) that most priendships have ups and downs, and that these can opten be worked through so that the priendship is repaired or even strengthened, and that resorting to violence is never right (RII) how to recognise who to trust and who not to trust, how to judge when a priendship is making them peel unhappy or uncomportable, managing conplict, how to manage these situations and how to seek help or advice prom others, ip needed. Respectful relationships (RI2) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (RI3) practical steps they can take in a range of different contexts to improve or support respectful relationships (RI4) the conventions of courtesy and manners (RI6) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	E Statutory Relationships & Health Education outcomes	REGULATION Show an understanding of their own peelings and those op others, and begin to regulate their behaviour accordingly. Give pocused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to pollow instructions involving several ideas or actions. PSED — ELG: BUILDING RELATIONSHIPS Show sensitivity to their own	Relationships Education — By end og primary, pupils should know: Families and the people who care for me (R) that pamilies are important por children growing up because they can give love, security and stability (R2) the characteristics of healthy pamily laye, commitment to each other, including in times of digitability protection and care for children and other pamily members, the importance greepending the begither and sharing each other's lows (R3) that others' pamiles, either in school or in the wider world, sometimes look digreerent from their pamily, but that they should respect those digreerences and know that other children's pamiles, earlies are also characterised by love and care (R4) that others' pamiles, either in school or in the wider world, sometimes look digreerent prom their pamily, but that they should respect those digreerences and know that other children's pamiles are also characterised by love and care (R4) that others' pamiles, either in school or in the wider world, sometimes look digreerent prom their pamily pamiles, and are important precluding as a parmal and legally recognised commitment of two people to each other which is intended to be lipelong (R5) that marriage represents a parmal and legally recognised commitment or two people choose and make priends (R8) the characteristics or priendships are in making us peel happy and secure, and how people choose and make priends (R9) the characteristics or priendships, including mutual respect, truthpulness, trustworthiness, logally, lindness, generosity, trust, sharing interests and experiences and support with problems and digitalities (R1) that most priendships are positiv	



(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.
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Online relationships
(R20) that people sometimes behave differently online, including by pretending to be someone they are not
(R21) that the same principles apply to online relationships as to pace-to-pace relationships, including the importance of respect for others online including when we are
anonymous
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
(R23) how to critically consider their online priendships and sources of information including awareness of the risks associated with people they have never met.
Being safe
(R25) what sorts op boundaries are appropriate in priendships with peers and others (including in a digital context)
(R29) how to recognise and report peelings of being unsafe or peeling bad about any adult
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
(R32) where to get advice e.g. pamily, school and/or other sources.
<u>Physical Health and Well-Being — By end of primary, pupils should know:</u>
Mental well-being
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to
different experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4) how to judge whether what they are peeling and how they are behaving is appropriate and proportionate
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8) that bullying (including cyberbullying) has a negative and opten lasting impact on mental well-being
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own
or someone else's mental well-being or ability to control their emotions (including issues arising online).
Internet safety and harms
(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal
information private
(HI4) why social media, some computer games and online gaming, for example, are age restricted
(HI5) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
(H17) where and how to report concerns and get support with issues online



Puzzle Piece	Dreams and Goals — Spring I	
	Reception	Year I - 6
DfE Skatutory Relationships & Health Education outcomes	 PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait por what they want and control their immediate impulses when appropriate. Give pocused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to pollow instructions involving several ideas or actions. PSED ELG: MANAGING SELF Be consident to try new activities and show independence, resilience and perseverance in the pace op challenge. PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others. 	Relationships Education – By end op primary, pupils should know: Respectful relationships (R12) the importance op respecting others, even when they are very diggerent prom them (for example, physically, in character, personality or backgrounds), or make diggerent character or backgrounds), or make diggerent preperences or balleys (R13) practical steps they can lake in a range op diggerent contexts to improve or support respectyal relationships (R16) the context of self-respect and how this links to their own happiness. (R17) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions og outhonty. (R17) about digreent types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get below. (R17) the importance of permission seeking and giving in relationships with priends, peers and adults. (R17) about digreent hypes of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get below. (R17) about digreent and the discuss or others, and to keep trying until they are heard. (R17) about there is a normal range of endone (e.g. hoppines, codness, anger, peer, surprise, nervousness) and scale of enotions that all humans experience in relation to digreent experiences and shuthors. (H2) that there is a normal range of enables (e.g. hoppines, codness, anger, peer, surprise, nervousness) and scale of enotions that all humans experience in relation to digreerent experinces and shuthors.



Healthy Me — Spring 2	
PSED -	<u>Relationships Education – By end of primary, pupils should know:</u>
ELG: SELF-REGULATION	
Give focused attention to what	Caring friendships
the leacher says, responding	(R7) how important priendships are in making us peel happy and secure, and how people choose and make priends
appropriately even when	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support
engaged in activity, and show	with problems and difficulties
an ability to follow instructions	(R9) that healthy priendships are positive and welcoming towards others, and do not make others peel lonely or excluded
involving several ideas or	(R10) that most priendships have ups and downs, and that these can opten be worked through so that the priendship is repaired or even strengthened, and that resorting to
actions.	violence is never right
	(RII) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage
PSED	these situations and how to seek help or advice from others, if needed.
ELG: MANAGING SELF	
Manage lheir own basic hygiene	Respectful relationships
and personal needs, including	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different
dressing, going to the toilet and	choices or have different preferences or beliefs
understanding the importance of	(RI3) practical steps they can take in a range of different contexts to improve or support respectful relationships
healthy food choices.	(R14) the conventions of courtesy and manners
	(RIS) the importance of self-respect and how this links to their own happiness
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in
	positions of authority
	(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.
	Online relationships
	(R20) that people sometimes behave differently online, including by pretending to be someone they are not
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are
	anonymous
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	(R23) how to critically consider their online priendships and sources op inpormation including awareness op the risks associated with people they have never met
	(R24) how information and data is shared and used online.
	Being safe
	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)



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	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
	(R32) where to get advice e.g. family, school and/or other sources.
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	<u>Physical Health and Well-Being – By end of primary, pupils should know:</u>
	Mental well-being
	(HI) that mental well-being is a normal part of daily life, in the same way as physical health
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to
	different experiences and situations
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own
	or someone else's mental well-being or ability to control their emotions (including issues arising online)
	(HIO) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed
	early enough.
	Internet safety and harms
	(HII) that for most people the internet is an integral part of life and has many benefits
	(HI2) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own
	and others' mental and physical well-being
	(H17) where and how to report concerns and get support with issues online.
	(117) where and now to report concerns and get support with issues online.
	Physical health and fitness
	(H18) the characteristics and mental and physical benefits of an active lifestyle
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other
	porms op regular, vigorous exercise



	(H2O) the risks associated with an inactive lipestyle (including obesity) (H2I) how and when to seek support including which adults to speak to in school ip they are worried about their health.
	Healthy eating
	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)
	(H23) the principles of planning and preparing a range of healthy meals
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of
	alcohol on diet or health).
	Drugs, alcohol
	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	Health and prevention
	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
	(H3O) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
	(H31) the packs and science relaking to allergies, immunisation and vaccination.
	Basic first aid
	(H32) how to make a clear and efficient call to emergency services if necessary
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Relationships — Summer I		
PSED — ELG	Relationships Education – By end of primary, pupils should know:	
SELF-REGULATION		
Show an understanding of their	Families and the people who care for me	
own feelings and those of	(RI) that camilies are important for children growing up because they can give love, security and stability	
others, and begin to regulate	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the	
their behaviour accordingly.	importance of spending time together and sharing each other's lives	
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that o	
Give focused altention to what	children's families are also characterised by love and care	
the leacher says, responding	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	
appropriately even when	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lipelong	
engaged in activity, and show	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	
an ability to follow instructions		
involving several ideas or	Caring friendships	
actions.	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and su	
PSED – ELG: BUILDING RELATIONSHIPS	with problems and difficulties	
Form positive attachments to	(R9) that healthy priendships are positive and welcoming towards others, and do not make others seel lonely or excluded	
adults and priendships with	(R10) that most priendships have ups and downs, and that these can opten be worked through so that the priendship is repaired or even strengthened, and that resorting to	
peers.	violence is never right (PII) have be accessing when he have be been beind and an and the second second and the second s	
peers.	(RII) how to recognise who to trust and who not to trust, how to judge when a priendship is making them peel unhappy or uncomportable, managing conplict, how to managi these situations and how to seek help or advice prom others, ip needed.	
	Respectful relationships	
	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different	
	choices or have different preferences or beliefs	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	
	(R14) the conventions of courtesy and manners	
	(RI5) the importance of self-respect and how this links to their own happiness	
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in	
	positions of authority	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to	
	help	

DfE Statutory Relationships & Health Education outcomes



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(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships
(R2O) that people sometimes behave differently online, including by pretending to be someone they are not
(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are
anonymous
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
(R23) how to critically consider their online priendships and sources op information including awareness of the risks associated with people they have never met
(R24) how information and data is shared and used online.
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Being sage (P2E) de la set se la set de la set se set set de la set de la set de la set set de la set de la set de la
(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
(R32) where to get advice e.g. pamily, school and/or other sources.
Physical Health and Well-Being – By end of primary, pupils should know:
Mental well-being
(HI) that mental well-being is a normal part of daily life, in the same way as physical health
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to
dipperent experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4) how to judge whether what they are peeling and how they are behaving is appropriate and proportionate
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own
or someone else's mental well-being or ability to control their emotions (including issues arising online)



(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if
accessed early enough.
Internet safety and harms
(HII) that for most people the internet is an integral part of life and has many benefits
(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own
and others' mental and physical well-being
(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
(H14) why social media, some computer games and online gaming, for example, are age restricted
(HI5) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
(H17) where and how to report concerns and get support with issues online.
Physical health and fitness
(H18) the characteristics and mental and physical benefits of an active lifestyle
(H2I) how and when to seek support including which adults to speak to in school if they are worried about their health.



DfE Statutory Relationships & Health Education outcomes

	Changing Me — Summer 2		
PSED – ELG: SELF-REGULATION Give pocused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to pollow instructions involving several ideas or actions. PSED – ELG: BUILDING RELATIONSHIPS	Relationships Education - By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring priendships		
Show sensitivity to their own and to others' needs.	 (R7) how important priendships are in making us peel happy and secure, and how people choose and make priends (R8) the characteristics of priendships, including mutual respect, truthpulness, trustworthiness, loyally, kindness, generosity, trust, sharing interests and experiences and support with problems and dippiculties (R9) that healthy priendships are positive and welcoming towards others, and do not make others peel lonely or excluded. Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive 		
	 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so 		



(R32) where to get advice e.g. family, school and/or other sources.
<u>Physical Health and Well-Being — By end of primary, pupils should know:</u>
Mental well-being
(HI) that mental well-being is a normal part of daily life, in the same way as physical health
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, pear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4) how to judge whether what they are seeling and how they are behaving is appropriate and proportionate
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8) that bullying (including cyberbullying) has a negative and opten lasting impact on mental well-being
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Changing adolescent body (H34) key pacts about puberty and the changing adolescent body, particularly prom age 9 through to age 11, including physical and emotional changes
(H35) about menstrual well-being including the key facts about the menstrual cycle.