

# How Yasmine and Tom lesson maps to the statutory RSHE guidance

Yasmine and Tom is fully compliant with the Department of Education's RSHE guidance.

Below we show how Yasmine and Tom lessons map to the government guidance - i.e. we outline where lessons fulfill the criteria as well as show the learning outcomes for that lesson.

## Respectful relationships

| Government RSHE category | Government guidance - what pupils should know by the end of primary school | Yasmine and Tom Lesson | Learning outcomes |
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| Families and people who care for me | 1. That families are important for children growing up safe and happy because they can provide love, security and stability.<br>2. The characteristics of safe and happy family life, such as 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.<br>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know | 1.3: Different families | • Identify different types of families.<br>• Describe a similarity and difference between different types of families.<br>• Understand why families are important for our wellbeing. |
| | | 3.4: Families and getting on with our families | • Name one thing that most families have in common and one way in which families can be different.<br>• Identify who I talk to if I am worried about anyone or anything in my family. |



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| | that other children's families are also characterised by love and care.<br>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.<br>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | 6.13: Marriage | • Give some reasons why people choose to marry or enter a civil partnership.<br>• Know relationships can bring us joy and they can give us meaning. They can be good for us; through our relationships we learn who we are, how to be less selfish and how to think of others.<br>• Understand for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage. |
| Caring friendships | 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.<br>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.<br>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. | 1.2: Friendships and feelings | • Describe what makes a good friend.<br>• Identify when friendship feels good.<br>• Describe how to solve a problem when a friendship goes wrong. |
| | | 3.3: What makes a good friend? | • Name two things that make a good friend.<br>• Name two things that would make me think someone is not a good friend.<br>• Explain what I need to do to be a good friend. |
| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem. |



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| | 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.<br>6. How to manage conflict, and that resorting to violence is never right.<br>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. | | • Tell someone what to do if they see any online or offline bullying. |
| | | 5.4: Friendships and secrets | • Explain the difference between a safe and unsafe secret.<br>• Describe some qualities of a good friendship.<br>• Recognise when a friendship is making you feel unhappy or uncomfortable.<br>• Ask for help if we need it. |
| | | 5.5: Friendships and pressure | • Explain what peer pressure is.<br>• Say no to something we don't want to do. |
| Respectful, kind relationships | 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.<br>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.<br>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.<br>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. | 1.1: Introducing Yasmine and Tom | • Describe some ways that boys and girls are similar or the same.<br>• Know that there is more than one way to be a boy and more than one way to be a girl. |
| | | 1.5: Keeping safe | • Recognise when a situation is safe or unsafe.<br>• Describe some ways that we can keep safe.<br>• Describe how to get help. |
| | | 1.9: Good manners | • Understand the practice of using good manners and being courteous to others. |
| | | 3.1: Yasmine and Tom recap and ground rules for Year 3 | • Contribute to small group discussions and establish ground rules with the class.<br>• Identify one person we can talk with about growing up. |



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| | 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.<br>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.<br>7. The conventions of courtesy and manners.<br>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.<br>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.<br>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.<br>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. | | • Identify something to help us feel safe when we discuss bodies and relationships.<br>• Take practical steps to set personal boundaries and respect others. |
| | | 3.2: Me, myself and I | • Show respect to others who are different to me.<br>• Tell you at least one thing I am good at.<br>• Tell you one thing I can do to make myself feel better if I am feeling down.<br>• Explain what self-esteem is. |
| | | 4.1: Gender stereotypes and aspirations | • Take part in a discussion and respond respectfully to someone we don't agree with.<br>• Describe what a stereotype is.<br>• Understand that stereotypes can be harmful. |
| | | 4.9: Feeling good | • Know how to cope with challenges.<br>• Know where to seek help and support.<br>• Develop skills and interests to increase well-being. |
| | | 5.1: Respectful relationships | • Know that in relationships we need to balance the needs of different people<br>• Understand the difference between being assertive and being controlling<br>• Be kind to others while looking after ourselves too |



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| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem.<br>• Tell someone what to do if they see any online or offline bullying. |
| | | 5.7: Consent | • Understand what the word 'consent' means.<br>• Recognise when consent is given, verbally and non verbally.<br>• Practice asking for consent.<br>• Practice giving or denying consent. |
| | | 5.9: Misogyny | • Understand what misogyny is<br>• Recognise misogyny in everyday life<br>• Begin to challenge misogynistic behaviour and actions |
| | | 6.7: Identity and prejudice | • Identify things that shape our personal identity.<br>• Explain what prejudice means.<br>• Define what sexual orientation and gender mean. |
| | | 6.8: Equality and the law | • Describe what discrimination is.<br>• Explain that groups of people are protected by the Equality Act. |



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| | | | • Describe ways to challenge prejudice and discriminatory behaviour. |
| Online safety and awareness | 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.<br>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.<br>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect | 1.5: Keeping safe | • Recognise when a situation is safe or unsafe.<br>• Describe some ways that we can keep safe.<br>• Describe how to get help. |
| | | 3.6: People who can help us on and offline | • Identify someone I can ask for help if I need it.<br>• Understand how to make a report with the CEOP. |
| | | 4.4: Is it risky? | • Know what risky means.<br>• Understand that some risks are good and with other risks we need to think carefully.<br>• Begin to understand how to take steps to assess risk and keep ourselves safe.<br>• Say no to things we don't want to do.<br>• Use 'Stop Think Go' to help us know what our options are if we start to feel unsafe. |
| | | 4.10 Keeping safe - online risks | • Discuss the positive and negative aspects of the internet.<br>• Understand how information online can be false.<br>• Recognise signs and dangers of an online scam.<br>• Know that using social media and some online games are age restricted.<br>• Understand the risks related to online gaming and that it can be addictive. |



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| | information online.<br>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.<br>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. | 4.11: Wellbeing online | • Identify positive and negative aspects of the internet.<br>• Recognise that not all things online are true.<br>• Identify how social media can negatively affect our mental health.<br>• Know ways to manage our feelings that are a result of online activity. |
| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem.<br>• Tell someone what to do if they see any online or offline bullying. |
| | | 5.3: Keeping safe – online images | • Explain why posting pictures and videos could be risky.<br>• Understand our rights about personal data and privacy online.<br>• Explain the law about sharing pictures and videos of a child's personal and private body parts.<br>• Describe how to help a friend who has made a 'mistake' online. |
| Being safe | 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations | 1.2: Friendships and feelings | • Describe what makes a good friend.<br>• Identify when friendship feels good.<br>• Describe how to solve a problem when a friendship goes wrong. |



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| | about space, toys, books, resources etc.<br>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.<br>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.<br>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.<br>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.<br>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. | 1.4: My brilliant body | • Explain that all bodies are different.<br>• Say what is brilliant about our body.<br>• Explain what to do if someone says mean things about someone's body.<br>• Describe how to get help. |
| | | 1.5: Keeping safe | • Recognise when a situation is safe or unsafe.<br>• Describe some ways that we can keep safe.<br>• Describe how to get help. |
| | | 2.2: Naming body parts - external and private | • Name different parts of our body including the private and personal<br>• body parts.<br>• Explain what private and personal parts are and how they are identified. |
| | | 3.3: What makes a good friend? | • Name two things that make a good friend.<br>• Name two things that would make me think someone is not a good friend.<br>• Explain what I need to do to be a good friend. |
| | | 3.5: My personal and private body parts and keeping safe | • Label the personal and private parts of bodies.<br>• Explain the difference between safe and unsafe touches.<br>• Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family. |
| | | 3.6: People who can help us on | • Identify someone I can ask for help if I need it. |



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| | | and offline | • Understand how to make a report with the CEOP. |
| | | 4.4: Is it risky? | • Know what risky means.<br>• Understand that some risks are good and with other risks we need to think carefully.<br>• Begin to understand how to take steps to assess risk and keep ourselves safe.<br>• Say no to things we don't want to do.<br>• Use 'Stop Think Go' to help us know what our options are if we start to feel unsafe. |
| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem.<br>• Tell someone what to do if they see any online or offline bullying. |
| | | 5.3: Keeping safe – online images | • Explain why posting pictures and videos could be risky.<br>• Understand our rights about personal data and privacy online.<br>• Explain the law about sharing pictures and videos of a child's personal and private body parts.<br>• Describe how to help a friend who has made a 'mistake' online. |



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| | | 5.4: Friendships and secrets | • Explain the difference between a safe and unsafe secret.<br>• Describe some qualities of a good friendship.<br>• Recognise when a friendship is making you feel unhappy or uncomfortable.<br>• Ask for help if we need it. |
| | | 5.5: Friendships and pressure | • Explain what peer pressure is.<br>• Say no to something we don't want to do. |
| | | 5.6: Keeping safe – safe and unsafe touch | • Explain the need to ask and receive permission (consent) for some types of touch.<br>• Identify when physical contact feels unsafe and describe how to ask for help.<br>• Evaluate the importance of choice, control and time limit in making safer choices. |
| | | 5.7: Consent | • Understand what the word 'consent' means.<br>• Recognise when consent is given, verbally and non verbally.<br>• Practice asking for consent.<br>• Practice giving or denying consent. |
| | | 5.13: Getting help | • Describe what Childline is and how to access it.<br>• Using my helping hand, we can identify who we can go to for help.<br>• Explain that there is nothing too awful or small that I can't talk to someone about it. |



**Physical health and mental wellbeing**

| Government category | Government guidance | Y&T Lesson | Learning outcomes |
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| General wellbeing | 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.<br>2. The importance of promoting general wellbeing and physical health.<br>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.<br>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.<br>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>6. That isolation and loneliness can affect children, and the benefits of seeking support.<br>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for | 2.5: Emotions and anger | • Recognise different emotions.<br>• Use techniques to help us manage our emotions. |
| | | 3.9: Getting physical | • Understand the benefits of exercise and how it can help the mind and body.<br>• Know that it is important to exercise every day. |
| | | 4.9: Feeling good | • Know how to cope with challenges.<br>• Know where to seek help and support.<br>• Develop skills and interests to increase well-being. |
| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem.<br>• Tell someone what to do if they see any online or offline bullying. |



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| | themselves or others.<br>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.<br>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>10. That it is common to experience mental health problems, and early support can help. | 5.12: Feeling good | • Understand what wellbeing means.<br>• Explain the link between physical and mental wellbeing.<br>• Understand that it is normal if you sometimes worry about things or feel low - it doesn't mean you have a mental health problem.<br>• Give advice to young people who want to improve their mental wellbeing. |
| | | 5.13: Getting help | • Describe what Childline is and how to access it.<br>• Using my helping hand, we can identify who we can go to for help.<br>• Explain that there is nothing too awful or small that I can't talk to someone about it. |
| | | 5.14: Isolation and loneliness | • Identify and discuss what loneliness is and how it makes us act.<br>• Recognise situations and events that might make people feel lonely.<br>• Talk openly about loneliness and maintain meaningful connections with others.<br>• Learn what we can do to cope with loneliness and help others who feel lonely. |
| | | 6.12: Coping with grief | • Describe what bereavement is.<br>• Understand that change and loss can trigger a range of feelings.<br>• Know that everyone grieves differently and this is natural. |



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| | | | • Know where and how to seek support. |
| Wellbeing online | 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.<br>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.<br>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.<br>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.<br>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.<br>7. How to take a critical approach to what they see and read online and make | 1.5: Keeping safe | • Recognise when a situation is safe or unsafe.<br>• Describe some ways that we can keep safe.<br>• Describe how to get help. |
| | | 1.6: Sleeping well | • Know how important it is to get good quality sleep.<br>• Know how to develop a routine before bedtime.*<br>Includes benefits of minimising screen time before bed |
| | | 3.6: People who can help us on and offline | • Identify someone I can ask for help if I need it.<br>• Understand how to make a report with the CEOP. |
| | | 4.4: Is it risky? | • Know what risky means.<br>• Understand that some risks are good and with other risks we need to think carefully.<br>• Begin to understand how to take steps to assess risk and keep ourselves safe.<br>• Say no to things we don't want to do.<br>• Use 'Stop Think Go' to help us know what our options are if we start to feel unsafe. |
| | | 4.10: Keeping safe - online risks | • Discuss the positive and negative aspects of the internet.<br>• Understand how information online can be false.<br>• Recognise signs and dangers of an online scam. |



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| | responsible decisions about which content, including content on social media and apps, is appropriate for them.<br>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.<br>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.<br>10. That they have rights in relation to sharing personal data, privacy and consent.<br>11. Where and how to report concerns and get support with issues online. | | • Know that using social media and some online games are age restricted.<br>• Understand the risks related to online gaming and that it can be addictive. |
| | | 4.11: Wellbeing online | • Identify positive and negative aspects of the internet.<br>• Recognise that not all things online are true.<br>• Identify how social media can negatively affect our mental health.<br>• Know ways to manage our feelings that are a result of online activity. |
| | | 5.2: Online and offline friendships | • Explain how healthy friendships and relationships make us feel.<br>• Discuss how online relationships are different from in-person relationships.<br>• Explain what online bullying is.<br>• Tell someone what to do if they have a bullying problem.<br>• Tell someone what to do if they see any online or offline bullying. |
| | | 5.3: Keeping safe – online images | • Explain why posting pictures and videos could be risky.<br>• Understand our rights about personal data and privacy online.<br>• Explain the law about sharing pictures and videos of a child's personal and private body parts.<br>• Describe how to help a friend who has made a 'mistake' online. |



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| Physical health and fitness | 1. The characteristics and mental and physical benefits of an active lifestyle.<br>2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.<br>3. The risks associated with an inactive lifestyle, including obesity.<br>4. How and when to seek support including which adults to speak to in school if they are worried about their health. | 2.6: Keeping fit | • Know what happens to the body when we exercise.<br>• Know why it is important to exercise. |
| | | 3.9: Getting physical | • Understand the benefits of exercise and how it can help the mind and body.<br>• Know that it is important to exercise every day. |
| | | 5.11: Physical fitness | • Understand the benefits of exercise and how it affects our body.<br>• Know that it is important to exercise every day.<br>• Think of different activities that will exercise our body. |
| Healthy eating | 1. What constitutes a healthy diet (including understanding calories and other nutritional content).<br>2. Understanding the importance of a healthy relationship with food.<br>3. The principles of planning and preparing a range of healthy meals.<br>4. 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). | 2.4: Healthy eating | • Know what a healthy diet is.<br>• Identify healthy and unhealthy foods.<br>• Understand what happens if you have a poor diet and the risks involved, including tooth decay.<br>• Feel confident about food choices. |
| | | 3.8: Hidden sugar | • Identify healthier snack choices and explain the reason for their choice.<br>• Interpret food labels to understand sugar content.<br>• Understand what happens if you have a poor diet and the risks involved. |



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| Drugs, alcohol, tobacco and vaping | 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. | 6.9: Dangers of smoking | • Know the facts about smoking/vaping and the associated risks. |
| | | 6.10: The effects of alcohol | • Understand the effect that alcohol can have on the body.<br>• Understand "units of alcohol". |
| | | 6.11: Legal and illegal drugs | • Explain there are risks with any type of drug.<br>• Identify some risks and effects of drug use.<br>• Recognise laws on drugs and that some drugs are illegal to own, use or give to others.<br>• Analyse the level of risk in different situations.<br>• Understand that drugs can affect people in different ways.<br>• Explain that taking drugs is often an unhealthy habit that can be difficult to break but support is available.<br>• Know where to report any concerns. |
| Health protection | 1. How to recognise early signs of physical illness, such as weight loss, or | 1.6: Sleeping well | • Know how important it is to get good quality sleep. |



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| and prevention | unexplained changes to the body.<br>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.<br>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.<br>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. | | ● Know how to develop a routine before bedtime. |
| | | 1.7: Keeping clean | ● Explain why it is important to keep clean.<br>● Give two examples of things to keep ourselves clean at home.<br>● Give two examples of things to keep clean at school. |
| | | 1.8: Safety in the sun | ● Know how to protect ourselves when it is sunny.<br>● Understand what happens if we don't protect ourselves in the sun. |
| | | 2.1: Keeping clean and taking care of myself | ● Name objects used to help keep someone clean and healthy.<br>● Explain why it is important to keep clean. |
| | | 3.7: Being safe in the sun | ● Explain the benefits and dangers of the sun.<br>● Know how to protect ourselves from the harmful rays of the sun. |
| | | 4.3: Body care | ● Name at least one brilliant thing about our body.<br>● Explain which parts of the body we particularly need to keep clean as we get older. |
| | | 4.6: Germs | ● Know the importance of washing your hands.<br>● Understand how germs are spread.<br>● Know good hygiene practices. |



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| | | 4.7 Getting enough sleep | • Recognise what good quality sleep is and what the benefits of it are.<br>• Understand the importance of routines for promoting good quality sleep.<br>• Understand how sleep patterns change.<br>• Understand how challenges in getting good quality sleep can be overcome. |
| | | 4.8: Oral hygiene | • Understand that eating or drinking too much sugar causes tooth decay.<br>• Know what happens to teeth if they are not looked after.<br>• Identify ways to keep teeth healthy. |
| | | 5.15 Immunisations and vaccinations | • Recognise the signs if someone is becoming ill.<br>• Know what an allergy is and name some common allergies.<br>• Understand that taking vaccines can protect us against a wide range of diseases and illnesses.<br>• Understand why taking vaccines is important.<br>• Understand the basics of how vaccines work. |
| Personal safety | 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.<br>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. | 2.7 Safety - out and about | • Identify risks in the wider world.<br>• Know the Green Cross Code and the Water Safety Code.<br>• Understand the dangers of fire.<br>• Identify ways to keep safe from physical risk. |
| | | 4.4: Is it risky? | • Know what risky means. |



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| | | | • Understand that some risks are good and with other risks we need to think carefully.<br>• Begin to understand how to take steps to assess risk and keep ourselves safe.<br>• Say no to things we don't want to do.<br>• Use 'Stop Think Go' to help us know what our options are if we start to feel unsafe. |
| Basic first aid | 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.<br>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. | 6.14 First aid | • Explain some situations where someone might need to do first aid.<br>• Understand the importance of reporting incidents.<br>• Make a clear call for help to emergency services.<br>• Understand the basics of first aid, for example dealing with common injuries like head injuries. |
| Developing bodies | 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.<br>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own | 2.2 Naming body parts - external and private | • Name different parts of our body including the private and personal body parts.<br>• Explain what private and personal parts are and how they are identified. |
| | | 3.1 Yasmine and Tom recap and ground rules for Year 3 | • Contribute to small group discussions and establish ground rules with the class.<br>• Identify one person we can talk with about growing up. |



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| | boundaries around these body parts.<br>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. | | • Identify something to help us feel safe when we discuss bodies and relationships.<br>• Take practical steps to set personal boundaries and respect others. |
| | | 3.5 My personal and private body parts and keeping safe | • Label the personal and private parts of bodies.<br>• Explain the difference between safe and unsafe touches.<br>• Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family. |
| | | 6.1 Changes at puberty | • Identify some of the changes that happen to our bodies during puberty.<br>• Describe who to talk to when we need help dealing with puberty.<br>• Ask for support for any changes that are difficult to manage. |
| | | 6.2 Periods (menstruation) | • Explain what a period (menstruation) is.<br>• Suggest ways to overcome possible problems from periods. |