

KS1 & KS2 RSHE (PSHE) curriculum plan



Contents

Our curriculum

Threads

RSHE (PSHE) curriculum explainer

Year 1 units

Year 2 units

Year 3 units

Year 4 units

Year 5 units

Year 6 units

Threads in RSHE (PSHE)

Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

Accessible

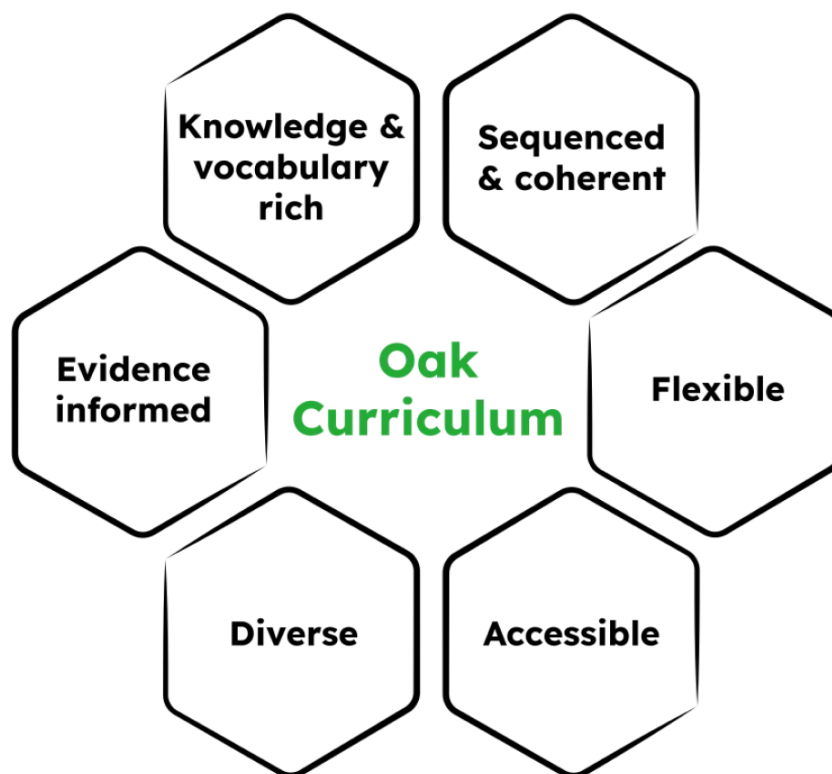
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Evidence-informed

We take an evidence-informed approach applying the science of learning and subject-specific research.



Threads

What are threads?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

How to use threads

1. Familiarise yourself with all of the threads relating to the subject
2. Identify the unit you will be delivering
3. Review the threads associated with the unit
4. Audit where pupils have and will learn about these threads in your existing curriculum sequence.
5. Ensure you understand how the thread relating to your new unit has been framed in prior and future units
6. Review how the thread works within the unit you will be delivering
7. Teach and iterate your framing of the thread within the unit and across your curriculum sequence

Threads in subject

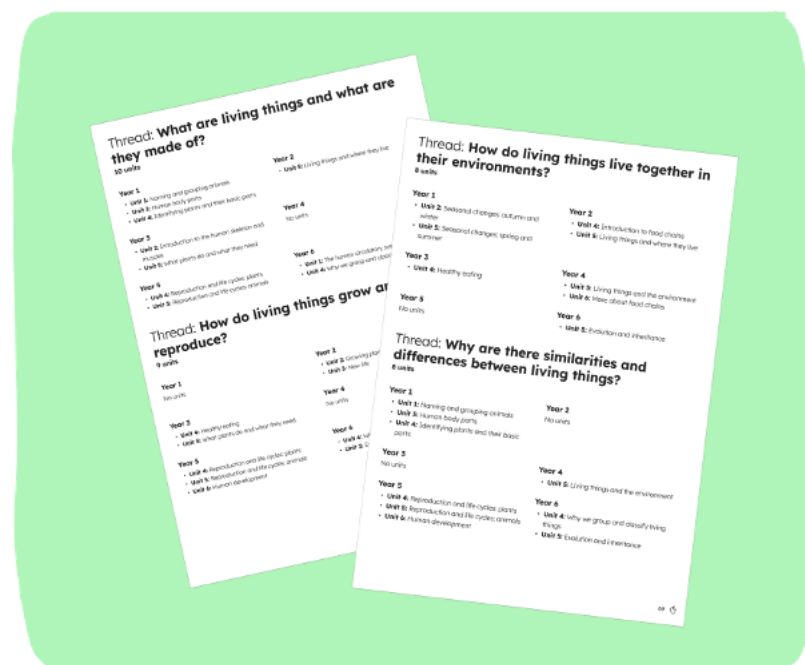
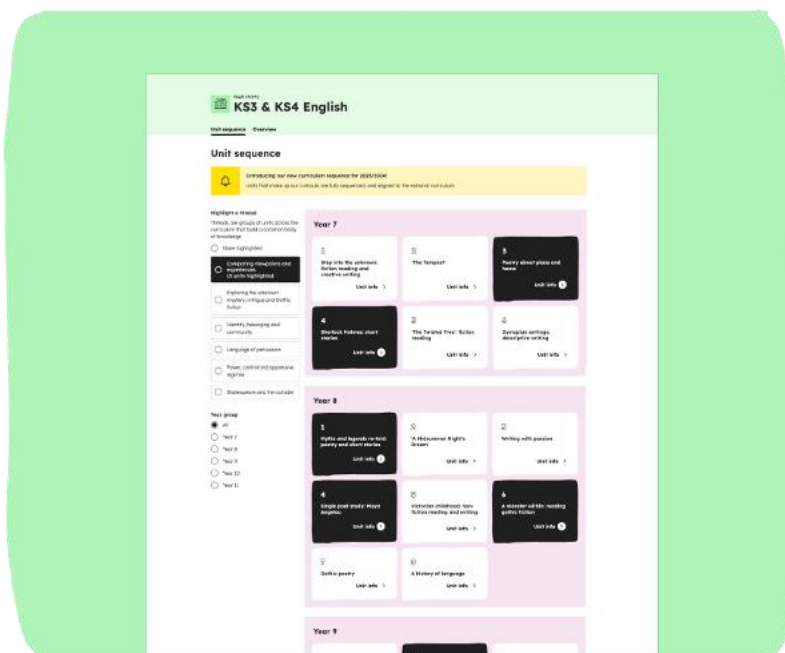
- Community
- Relationships
- Online safety
- Wellbeing
- Growing up

Tools for using threads

Online curriculum

Our interactive tool enables you to visualise how threads are sequenced across our curriculum plans.

[Go to online curriculum](#)



Threads in this document

The appendix displays the threads and their related units.

[Go to threads appendix](#)

RSHE (PSHE) curriculum explainer

Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum, fully aligned to the September 2026 statutory guidance, aims to equip pupils with the knowledge and skills necessary to make informed decisions about their wellbeing, health, and relationships. The curriculum enables pupils to build and develop knowledge over time while also providing opportunities to learn, question, and evaluate a broad range of experiences. We adhere to statutory guidance, ensuring that teachers are able to deliver correct and well-informed content.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins its design, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that when teaching First Aid, pupils are taught to be able to make an emergency call and deal with common injuries, before building their knowledge to be able to administer CPR and explain the purpose of a defibrillator. Attention is paid to vertical coherence via threads, which map the developments of concepts over time. For example, in the thread 'Wellbeing', pupils learn about basic self-care, emotions, and how to understand their own feelings and those of others. As they advance, they delve into more complex topics such as mental wellbeing, strategies for managing stress, and resilience. This includes teaching pupils how to recognise and talk about their emotions, understand the importance of physical health, and develop First Aid skills.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level, we align with the DfE statutory guidance on relationships education, relationships and sex education (RSE), and

health education, meaning that our curriculum meets the necessary requirements for teaching RHE and RSHE.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that teachers can add local context, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils. Our curriculum can be delivered in lessons, form or tutor time, and through assemblies. Whilst flexible, our lessons will always adhere to the statutory guidance on relationships education, relationships and sex education (RSE), and health education.

Diverse

Our commitment to breadth and diversity in content, language, texts, and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources. We incorporate a wide range of examples and case studies from various cultures and societies to ensure pupils understand and appreciate diversity. Lessons feature stories and scenarios from different cultural backgrounds, promoting empathy and global awareness. Pupils learn about the importance of equality and legal protections against discrimination based on race, disability, religion, and other protected characteristics. This approach educates pupils about their rights and responsibilities while encouraging respect and valuing differences.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. We use characters and case studies that relate to real-life situations, such as discussing approaches to staying safe online, helping pupils to see the relevance to them.

Oak subject principles

What subject specific principles inform the design of our curriculum?

Focuses on the knowledge and skills specific to RSHE, including:

- **Ensuring that all content is grounded in the statutory RSHE guidance and the law;**
- **Keeping children safe and happy.**

Our curriculum is grounded in statutory guidance and the law, so that all content is relevant and compliant. For example, our lessons on online safety and media influence provide pupils with the knowledge to help keep them safe online and teach them about their responsibilities. Each lesson begins with ground rules to support teachers to set conditions where pupils feel safe to participate. To help children feel safe, we also provide examples and opportunities for pupils to talk about their emotions and experiences. We teach pupils how to ask for advice or help and how to report concerns.

Applies our diversity curriculum principle by encouraging pupils to understand, appreciate and analyse a broad range of viewpoints.

Our lessons include case studies and scenarios representing different backgrounds and communities from across modern Britain. For example, in key stage 2 pupils explore the contributions of the Windrush Generation to our society. Our curriculum empowers pupils to make informed choices about their own lives. For example, pupils learn about topics including drugs, alcohol and tobacco. By carefully explaining risk-taking behaviour and encouraging thoughtful discussion, pupils learn to evaluate options and consider the consequences of their decisions, encouraging responsible and informed decision-making.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

Our curriculum is aligned with the statutory guidance on relationships and sex education (RSE) and health education. All content is comprehensive, relevant, and appropriate. We cover essential topics such as mental wellbeing, online safety, and respectful relationships. As part of our curriculum, we teach pupils aspects of social and emotional learning (SEL), for example by teaching them to name and manage their emotions. Our curriculum fully integrates the teaching of fundamental British values (FBV).

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run up to the GCSE exams.

Our primary RHE curriculum has been designed to teach one weekly lesson approximately 40 minutes long in key stage 1 and 50 minutes to an hour in key stage 2. Our secondary RSHE curriculum is designed for one lesson to be taught every week, with lessons approximately 50 minutes to an hour. We understand that exact time dedicated to RSHE can vary greatly between schools due to differences in curriculum planning, resource allocation and school-specific priorities. Therefore we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs, available curriculum time and format.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that link to one another, which together build a common body of knowledge over time. We use the term thread, rather than vertical concepts,

themes, or big ideas because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our RHE and RSHE threads that weave through both our primary and secondary curricula are:

- Community
- Relationships
- Online safety
- Wellbeing
- Growing up

By using these threads in our RHE and RSHE curricula, we ensure pupils are prepared to successfully navigate a wealth of real-life situations. For example, the threads on 'wellbeing' and 'relationships' teach pupils the appropriate vocabulary to name their own emotions, with the curriculum later developing how pupils might manage these emotions in different contexts. Consistent threads across our primary and secondary curricula can enable more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary. For example, the 'relationships' thread starts by teaching about friendships and family at primary school, and then moves on to more complex topics such as romantic relationships and consent at secondary.

Recommendations from subject specific reports

How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

We make use of the available research on approaches to RHE/ RSHE, for example the research on communication and language highlighted by the EEF. We recognise the value of teaching different emotions and how children can manage them as part of our primary RHE curriculum. In our primary curriculum, pupils will develop a toolkit to provide the right language to communicate and manage their own emotions. We begin by teaching pupils to recognise their emotions, before understanding them. Following this, pupils are taught to label their emotions, and to understand the intensity of each emotion they might be feeling. Finally, we teach pupils to manage their emotions, encouraging children to develop a toolkit of strategies.

Subject-specific needs

How does our curriculum deal with elements that arise from the specific needs of the subject?

Why do we call the subject RSHE (PSHE)?

Schools have a statutory requirement to teach relationships and health education in primary and relationships and sex education (RSE) and health education in secondary. Schools often decide to teach this as part of a broader PSHE curriculum. We call our curriculum RSHE (PSHE) across both primary and secondary because teachers and pupils are familiar with the language.

What is the same and what is different about the primary and secondary curricula?

In our primary curriculum pupils are taught relationships and health education (RHE). Sex education does not form part of our primary curriculum. At secondary pupils learn about relationships and sex education (RSE) and health education. Our spiral approach to both curricula means that topics are revisited with increasing levels of complexity. For example, online safety is introduced early in the primary curriculum and revisited with more advanced issues, such as cyberbullying and digital footprints, in the secondary curriculum. This compliments our computing curriculum and reinforces the importance of safe online behaviour.

How does our RHE and RSHE curricula link to our curricula in other subjects?

Our RHE and RSHE curricula link to many other subjects. Healthy eating and lifestyles are taught as part of our 'wellbeing' thread, with connections to science, cooking and nutrition and PE. For example, our year 6 unit on 'risky substances: why do people use alcohol and drugs?' pupils learn about the reasons for alcohol and drug use and the associated risks, to encourage informed choices. This links with our year 6 science unit on keeping healthy where pupils learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

How is sensitive content dealt with?

Our RHE and RSHE curriculum is grounded in the law. Lessons that include sensitive content are labelled as such on our website. Where lessons may contain sensitive content, suggestions of 'ground rules' are included and external support groups and organisations are signposted such as Childline for example.

How is e-safety taught in our RHE and RSHE curricula and where does it link to our computing curriculum?

Within our thread 'online safety', pupils are taught throughout the curriculum how to be safe online. For example, in key stage 1, pupils learn about careful sharing, scary things and getting a healthy balance online. Our computing curriculum revisits and reinforces the learning from RHE and RSHE lessons.

Our curriculum partner

Life Lessons work closely in partnership with schools all over the country to address some of the barriers to the effective teaching of RSHE, from pupil engagement to teacher confidence and parent engagement. They demonstrate understanding of statutory requirements and how to interpret that guidance for effective RSHE. As important is their understanding of the context both within schools and nationally within our communities where RSHE is delivered, considering the perspective of pupils, teachers, leaders in education and parents.



Year 1 units

[View interactive sequence online](#) 

1

Emotions: How do I feel today?

2

Communities: Who am I? Who are you?

3

Healthy relationships: Who's in my family?

4

Healthy relationships: What makes a good friend?

5

Power in relationships: When do I feel safe?

6

Media influence: How do I decide what to do online?

7

Our online lives: What should I do if I feel unsafe online?

8

Physical health: How can I look after my body?

9

Staying safe and healthy: How can I look after my body?

1. Emotions: How do I feel today?

Year 1

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit focuses on recognising and experiencing feelings, naming those feelings and discussing ways to manage them.

Pupils will explore a range of emotions, learn vocabulary to express their feelings and begin building strategies for emotional regulation.

Why this, why now?

In this unit, pupils learn about emotions such as feeling angry, happy, safe or calm. Pupils learn to understand each emotion, including what it might feel like to experience that emotion. Following this, pupils learn to name the emotion and explore the intensity of the feeling. Pupils then learn how to manage these emotions and begin to build their toolkit of strategies, which they will add to in later years. This foundation is essential for Year 1 as they develop emotional literacy, which underpins their ability to form positive relationships, manage conflict and seek support.

Lessons in unit

1. Our emotions
2. Describing our feelings
3. Knowing how I feel
4. Managing our feelings

Prior knowledge requirements

- Pupils should be able to recognise basic emotions such as happy, sad and angry in themselves and others through facial expressions and body language.
- Pupils should know from early years that feelings can change depending on different situations and experiences.
- Pupils should know they can share their feelings with trusted adults such as teachers, parents or carers when they need support.

2. Communities: Who am I? Who are you?

Year 1

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit will help pupils understand how important school is to their happiness.

Pupils will develop an understanding of how to interact kindly with others and how to seek support if they feel uncomfortable about the actions of other pupils or need help.

Why this, why now?

Pupils will already understand that being kind to others is important. This unit builds upon this, helping pupils to expand their understanding of kindness and start to think in more detail about the expectations they should have for their own and other pupils' behaviour. Pupils learn about courtesy, manners, and respect, developing their ability to interact positively within the school community. This foundation is essential as pupils navigate increasing social interactions in Year 1 and begin to understand themselves as part of a community.

Lessons in unit

1. We are all unique
2. We are all equal
3. Respecting each other at school
4. Feeling safe at school

Prior knowledge requirements

- Pupils should be able to work and play cooperatively with others in familiar settings, taking turns and sharing resources.
- Pupils should show sensitivity to their own and others' needs and be able to recognise when someone might need help or support.
- Pupils should understand from early years that kind and unkind behaviours affect how others feel and that their actions have an impact.

3. Healthy relationships: Who's in my family?

Year 1

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit explores the importance of family connections, and the diversity of family structures. Pupils will learn that all families are special and characterised by love and care, regardless of differences.

Why this, why now?

At Year 1, pupils are beginning to understand their social world beyond their immediate family. This unit builds on their early experiences, helping them recognise that families come in many forms. It fosters empathy by teaching pupils to respect different family structures whilst understanding that love and care characterise all families. By exploring these concepts now, pupils develop foundational understanding of healthy families and relationships.

Lessons in unit

1. Families are special
2. Family connections
3. Different types of families

Prior knowledge requirements

- Pupils can identify members of their own family and describe simple ways that families care for one another.
- Pupils should understand that adults such as parents, carers and teachers have important roles in keeping them safe and happy.
- Pupils should know from early years that families are made up of different people and that families can look different from each other.

4. Healthy relationships: What makes a good friend?

Year 1

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit explores the importance of friendships, handling disagreements and the qualities of being a supportive and caring friend.

Why this, why now?

At Year 1, pupils are forming their first significant friendships beyond their immediate family. Learning about 'What makes a good friend?' builds on their early social interactions and helps them navigate peer relationships. This unit is timely as it helps pupils identify and develop qualities such as kindness, empathy and cooperation in friendships. Pupils also learn that disagreements are normal and can be resolved. By exploring these concepts now, pupils gain foundational understanding of healthy relationships, essential for their social and emotional development.

Lessons in unit

1. Being a good friend
2. Friends can be different
3. Friendships are important
4. Friends can disagree

Prior knowledge requirements

- Pupils should understand from early years that everyone has feelings and that their actions can affect how others feel, both positively and negatively.
- Pupils can demonstrate basic social skills such as being kind, taking turns, sharing and listening to others during play.
- Pupils should recognise that they can play and interact with different people and that friendships involve spending time together.

5. Power in relationships: When do I feel safe?

Year 1

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit helps pupils understand what feeling safe means, recognise safe and unsafe situations, understand that their body belongs to them and identify trusted adults who can help them. Pupils learn how to ask for help when needed.

Why this, why now?

At Year 1, pupils are learning to understand their emotions and personal safety. Building on what pupils learn about safety and trusted adults in previous units, this unit develops pupils' understanding of the concept of safety in relationships. Pupils learn to recognise safe and unsafe situations, understand their body autonomy and develop confidence in seeking help. This foundation is essential as it equips pupils with vocabulary and skills to communicate concerns, supporting them to protect themselves and know where to turn when they feel unsafe or worried about themselves or others.

Lessons in unit

1. Feeling safe
2. Feeling safe at home
3. Feeling safe with family and carers
4. Finding help

Prior knowledge requirements

- Pupils can identify trusted adults in their lives, such as parents, carers, teachers and other family members who help keep them safe.
- Pupils should understand that feeling safe means feeling calm, cared for and protected, and can recognise when they feel safe or unsafe.
- Pupils should know that they can talk to trusted adults when they need help, feel worried or experience something that makes them uncomfortable.

6. Media influence: How do I decide what to do online?

Year 1

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit covers managing screen time, choosing appropriate online content, sharing information safely, handling scary or upsetting content online and maintaining a healthy online balance.

Why this, why now?

At Year 1, pupils are likely beginning to interact with digital media both at home and school. This unit builds on their early experiences with technology and helps them develop safe online habits from the start. This unit is timely as it equips pupils with skills to recognise safe online behaviours, make informed choices about content and screen time and know when to seek adult help. By learning these concepts now, pupils develop foundational understanding of digital safety and media literacy.

Lessons in unit

1. Choosing what you do online
2. Careful sharing online
3. Having the right amount of screen time
4. Scary videos online
5. Getting a healthy balance online

Prior knowledge requirements

- Pupils may understand that personal information such as their name, address and photos should be kept private and not shared with strangers
- Pupils can recognise when something online makes them feel worried, confused or upset, and know they should tell a trusted adult.
- Pupils may have some experience using digital devices and understand that adults help them stay safe when using technology.

7. Our online lives: What should I do if I feel unsafe online?

Year 1

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit teaches pupils how to recognise and address online worries, understand the online world, have fun online safely and know what to do if they feel unsafe. Pupils learn to identify trusted adults who can help them online.

Why this, why now?

At Year 1, pupils may be starting to explore the digital world through games, videos and apps. This unit builds on their early technology interactions and teaches them to recognise and respond to unsafe situations online. It equips pupils with strategies for seeking help when worried and understanding that online rules mirror offline ones. By learning these concepts now, pupils develop foundational understanding of online safety and confidence to speak up when something feels wrong.

Lessons in unit

1. Having fun online
2. The online world
3. Feeling safe online
4. Online worries

Prior knowledge requirements

- Pupils should know that the internet can be a fun place to play, learn and connect with others, but that adults help keep them safe online.
- Pupils can recognise feelings that signal being unsafe or uncomfortable, such as worry, fear or confusion, both offline and online.
- Pupils should understand that they should tell a trusted adult if something online makes them feel worried, scared or confused.

8. Physical health: How can I look after my body?

Year 1

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit emphasises the importance for pupils of taking care of their body through exercise, getting enough sleep, maintaining good hygiene and planning a healthy week. Pupils learn practical ways to stay healthy.

Why this, why now?

At Year 1, pupils are developing independence in caring for their bodies and establishing routines. This unit builds on their early experiences with activity, nutrition, hygiene and rest. It is timely as it teaches pupils the basics of looking after their bodies through exercise, sleep and self-care, fostering lifelong healthy habits. By learning this now, pupils develop foundational understanding of how their choices affect their physical health, supporting them to take responsibility for simple daily health routines such as handwashing, tooth brushing and staying active.

Lessons in unit

1. Why exercise is important
2. Sleep is important
3. My body is important
4. Having a healthy week

Prior knowledge requirements

- Pupils may understand that food, rest and exercise help them to feel well, have energy and stay healthy.
- Pupils can demonstrate basic hygiene habits such as washing hands before eating and after using the toilet, and brushing teeth.
- Pupils should recognise from early years that sleep and physical activity are important parts of a healthy daily routine.

9. Staying safe and healthy: How can I look after my body?

Year 1

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches pupils about recognising and avoiding dangers in the home and outside, sun safety, road safety and how to keep themselves safe in different environments with adult guidance.

Why this, why now?

In Year 1, pupils are exploring more independently, making it crucial to teach them about safety. This unit helps pupils recognise and avoid common dangers such as hazardous objects, busy roads and sun exposure. Pupils learn practical safety skills including road safety rules, sun protection and identifying home dangers like hot surfaces and sharp objects. By learning these concepts now, pupils develop foundational understanding of risk and safety, supporting them to make safer choices and seek adult help.

Lessons in unit

1. Dangers in the home
2. Dangers outside the home
3. Road safety
4. Sun safety

Prior knowledge requirements

- Pupils should know that trusted adults such as parents, carers and teachers help to keep them safe at home, at school and outside.
- Pupils can identify some basic dangers such as hot things, sharp objects and busy roads, and know to ask adults for help.
- Pupils may understand that protecting their bodies through actions like wearing sun creams or holding an adult's hand near roads helps keep them safe.

Year 2 units

[View interactive sequence online](#) 

1

Emotions: What helps me to be happy?

2

Communities: Who is in my community?

3

Healthy relationships: What does a family look like?

4

Power in relationships: Should I keep secrets?

5

Media influence: Is everything I see online true?

6

Our online lives: Who should I talk to online?

7

Physical health: How do I eat a balanced diet?

8

Risky substances: How do I stay safe at home?

9

Staying safe and healthy: How can I take responsibility for my health?

10

Healthy relationships: How can we stop bullying?

1. Emotions: What helps me to be happy?

Year 2

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit focuses on how pupils experience, name, and manage a wider range of feelings such as excitement, frustration, worry, and sadness. Pupils build on their emotions toolkit, adding new strategies for managing their feelings.

Why this, why now?

This unit builds on the emotions unit in Year 1. Pupils continue to develop their understanding of different emotions, learning how to name, scale and manage feelings such as excitement, frustration and sadness. Pupils add more strategies to their managing emotions toolkit, an idea developed throughout the primary curriculum. In Year 2, pupils experience greater social complexity and independence, making it timely to expand their emotional vocabulary and coping strategies, including understanding change.

Lessons in unit

1. Our emotions toolkit: different feelings
2. Things that affect how we feel
3. Managing a range of emotions
4. Managing change

Prior knowledge requirements

- Pupils can recognise and name common emotions such as happiness, sadness, anger, and worry in themselves and others.
- Pupils should understand from earlier learning that talking about how they feel with trusted adults helps them to manage emotions and feel better.
- Pupils have begun to develop simple strategies for managing their emotions, such as taking deep breaths or asking for help.

2. Communities: Who is in my community?

Year 2

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit explores the concept of community by identifying who comprises our school and the wider community. Pupils will learn about creating a welcoming environment, recognising the people who support them, celebrating differences, and their role and responsibilities in their communities.

Why this, why now?

Pupils have previously explored the concepts of friendship and community within the classroom in Year 1. This unit broadens that understanding by focusing on the wider school and local community, helping pupils recognise the people who support them and their own roles. In Year 2, pupils are developing greater awareness of the world beyond their immediate environment, making it timely to explore community membership and responsibility.

Lessons in unit

1. The things we need to feel safe and happy
2. Helping others to feel welcome at school
3. The people in our school community
4. The people in our wider community
5. Celebrating difference
6. Me and the people around me

Prior knowledge requirements

- Pupils should know that they belong to groups such as their family, class and school, and that being part of a group means caring for others.
- Pupils may understand that rules, manners and caring actions help communities to work well and feel welcoming for everyone.
- Pupils can identify trusted adults in their school community such as teachers, teaching assistants and other school staff.

3. Healthy relationships: What does a family look like?

Year 2

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit emphasises the importance of families, the difference in family structures across the country and around the world, and the understanding that all families are different but characterised by love and care.

Why this, why now?

In Year 2, pupils are developing a broader understanding of family structures beyond their own experience. This unit builds on their Year 1 learning about "Who's in my family?" and extends it to recognise the full diversity of families in their school, community and around the world. It is timely as it helps pupils recognise and respect diverse family configurations, fostering empathy and acceptance. By exploring these concepts now, pupils develop a deeper understanding of what makes families strong, recognising that love, care and commitment matter most.

Lessons in unit

1. Families are important
2. All families are different
3. Families around the world

Prior knowledge requirements

- Pupils should know that families can include adults and children who care for one another.
- Pupils should understand from Year 1 that families help to keep us safe, happy and loved, and provide stability and security.
- Pupils can recognise that every family is special and unique, and not all families look the same or have the same structure.

4. Power in relationships: Should I keep secrets?

Year 2

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit discusses understanding that their body belongs to them, the private parts of our bodies, the difference between safe surprises and unsafe secrets, and respecting other people's bodies and boundaries. Pupils learn when to speak to a trusted adult.

Why this, why now?

This unit builds on their Year 1 learning about feeling safe and extends it to understanding the difference between safe surprises and unsafe secrets. Pupils learn that some secrets should never be kept, particularly those involving their body or that make them feel worried or uncomfortable. Pupils develop skills to recognise inappropriate contact and understand that their body belongs to them.

Lessons in unit

1. Private parts of our bodies
2. Difference between secrets and surprises
3. Respecting other people's bodies

Prior knowledge requirements

- Pupils should know that their body belongs to them and that they can say no to unwanted physical contact or touch that makes them uncomfortable.
- Pupils can identify trusted adults such as parents, carers, teachers and other family members who help to keep them safe.
- Pupils may understand the correct names for body parts including private parts and know that these parts are private.

5. Media influence: Is everything I see online true?

Year 2

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit teaches pupils how to identify false information online, understand why people might share untrue things, recognise fake content, develop safe web searching skills and follow rules for staying safe online.

Pupils learn to think critically about what they read, listen to or see online.

Why this, why now?

At Year 2, pupils might be increasing their interactions with digital content and may be beginning to search for information independently. This unit builds on their Year 1 online safety learning and extends it to critical thinking about online content. It is timely as it teaches pupils to question what they see online, recognise that not everything is true and understand that people sometimes share false information. By exploring these concepts now, pupils develop essential digital literacy skills and healthy scepticism, crucial for navigating the online world responsibly and safely.

Lessons in unit

1. Spotting fakes
2. Understanding why people tell lies online
3. What to do if we see lies online
4. How to search online
5. Rules for staying safe online

Prior knowledge requirements

- Pupils should know from Year 1 that the internet can be used to learn, play and communicate with others, but that adults help keep them safe online.
- Pupils may understand that not everything online is safe or appropriate for children and that some content can be upsetting or confusing.
- Pupils can identify trusted adults such as parents, carers and teachers who can help them if they see something worrying online.

6. Our online lives: Who should I talk to online?

Year 2

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit covers understanding who people on the internet are, the risks of sharing photos and videos online, making safe decisions about online activities and communication, and knowing when to talk to trusted adults about online interactions.

Why this, why now?

In Year 2, pupils may begin to explore social interactions online through games, messaging, and video calls. This unit builds on their Year 1 online safety learning and extends it to evaluating relationships and communication online. It is timely as it helps pupils identify safe online behaviours, understand that not everyone online is who they claim to be, and recognise the importance of only interacting with people they know in real life. By learning these concepts now, pupils develop foundational online safety skills and critical thinking about digital relationships.

Lessons in unit

1. Deciding what to do online
2. People on the internet
3. Talking to people online
4. Sharing photos and videos online

Prior knowledge requirements

- Pupils should know from Year 1 that the internet can be used to learn, play and communicate with others, but that adults help keep them safe online.
- Pupils may understand that they should only talk to people they know and trust online, such as family members or friends in real life.
- Pupils may recognise that sharing personal information or photos online can be risky and should always ask a trusted adult first.

7. Physical health: How do I eat a balanced diet?

Year 2

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit explores understanding healthy foods and food groups, the importance of food for growth and energy, planning a balanced food week and recognising that all foods can be part of a healthy diet when eaten in appropriate amounts.

Why this, why now?

At Year 2, pupils are learning about different types of foods, food groups and their effects on the body. This unit builds on their Year 1 learning about looking after their body and extends it to making informed food choices. It is timely as it teaches pupils the importance of a balanced diet for growth, energy and health, helping them understand that all foods can be part of a healthy diet when eaten in appropriate amounts. By exploring these concepts now, pupils develop foundational knowledge of healthy eating habits and the connection between nutrition and wellbeing.

Lessons in unit

1. My favourite foods
2. Food is important
3. Healthy foods
4. My healthy food week

Prior knowledge requirements

- Pupils should know that food helps their bodies grow, gives them energy for play and learning, and keeps them healthy.
- Pupils should understand from earlier learning that drinking water and eating a variety of foods, including fruit and vegetables, keeps bodies working well.
- Pupils can identify some healthy food choices and recognise that making healthy choices can affect how they feel and their energy levels.

8. Risky substances: How do I stay safe at home?

Year 2

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit covers understanding household hazards, being careful with cleaning products and chemicals, avoiding dangerous medicines and substances, and knowing when to ask a trusted adult for help. Pupils learn to recognise warning symbols and labels.

Why this, why now?

At Year 2, pupils are becoming more independent and may encounter household chemicals, medicines and other potentially harmful substances. This unit builds on their Year 1 learning about dangers in the home and extends it to identifying and avoiding risky substances. It is timely as it helps pupils recognise warning labels, understand that some substances can harm their body and know to always ask a trusted adult before touching unknown items. By learning these concepts now, pupils develop essential safety awareness and decision-making skills, crucial for their protection.

Lessons in unit

1. Being careful with chemicals
2. Avoiding dangerous medicines

Prior knowledge requirements

- Pupils may know that medicines should only be taken when given by a trusted adult such as a parent, carer or doctor.
- Pupils can identify some household hazards such as hot things, sharp objects and cleaning products that could be dangerous.
- Pupils should understand that following safety rules at home such as not touching unknown substances helps prevent accidents and keeps them safe.

9. Staying safe and healthy: How can I take responsibility for my health?

Year 2

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches pupils about keeping teeth and bodies clean through good hygiene practices, understanding how germs spread and how to prevent illness, and knowing how to respond safely in an emergency including making an emergency call.

Why this, why now?

At Year 2, pupils are developing greater independence in managing their personal hygiene and health routines. This unit builds on their Year 1 learning and extends it to taking personal responsibility for hygiene and emergency responses. It teaches pupils hygiene practices to prevent illness, the importance of dental care and basic emergency procedures, including how to call for help. By exploring these concepts now, pupils develop essential habits and skills for maintaining their health and responding appropriately in emergencies.

Lessons in unit

1. Keeping clean and healthy
2. Emergencies

Prior knowledge requirements

- Pupils should know that keeping clean helps prevent the spread of germs and keeps their bodies healthy.
- Pupils know that germs can make people ill and that simple actions, like using soap and water, can help stop this.
- Pupils are beginning to recognise that taking care of their body, including visiting the dentist or doctor, helps them stay well and strong.

10. Healthy relationships: How can we stop bullying?

Year 2

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit covers understanding the feeling of kindness and what it means to be kind and welcoming to others. Pupils then learn about bullying, including what bullying is, how it affects people, the role of bystanders and how to get help to stop bullying from happening.

Why this, why now?

This unit builds on pupils' learning from the emotions unit earlier in Year 2. Pupils learn about kindness and what it looks like to be kind and welcoming, extending this to understand how unkind behaviour can develop into bullying. In Year 2, pupils are experiencing more complex social interactions and may witness or experience bullying. This unit equips pupils with knowledge to recognise bullying, understand its impact and know how to get help.

Lessons in unit

1. Making others feel welcome
2. Saying no kindly
3. Bullying at school
4. Stopping bullying

Prior knowledge requirements

- Pupils should know that kindness, generosity and trust help people feel welcome, included and valued in friendships and communities.
- Pupils should understand from early years that everyone should be treated with respect and that unkind behaviour can hurt people's feelings.
- Pupils can recognise that speaking up when something feels wrong or unfair can help keep themselves and others safe.

Year 3 units

[View interactive sequence online](#) 

1

Emotions: How can I manage my emotions?

2

Communities: What does it mean to be British?

3

Healthy relationships: How can I help my family?

4

Healthy relationships: Are friendships ever perfect?

5

Power in relationships: Who does my body belong to?

6

Media influence: How do I keep myself safe online?

7

Our online lives: How can I be kind and happy online?

8

Physical health: How can I get active and eat well every day?

9

Staying safe and healthy: How can I stay safe while out and about?

1. Emotions: How can I manage my emotions?

Year 3

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit focuses on naming feelings such as being afraid, lonely or content. Pupils learn to experience, name and manage these emotions, building on their emotions toolkit from previous years. Pupils explore strong emotions and develop strategies for managing conflict in healthy ways.

Why this, why now?

At Year 3, pupils are experiencing more complex emotions and social interactions as they develop greater independence. Building on their learning from Year 1 and Year 2, this unit extends their understanding to include managing strong emotions and conflict resolution. This is timely as pupils develop more sophisticated strategies for managing their emotions, enabling them to regulate their feelings effectively. relationships.

Lessons in unit

1. Our emotions toolkit: strong emotions
2. Emotions and deep feelings
3. Managing strong emotions
4. Managing conflict in healthy ways

Prior knowledge requirements

- Pupils can recognise and name a range of emotions such as happiness, sadness, anger, worry, excitement and frustration in themselves and others.
- Pupils should know that they can talk to a trusted adult when feelings feel strong, confusing or overwhelming.
- Pupils should understand from earlier learning that sharing how they feel with trusted adults helps them to manage their emotions in healthy ways.

2. Communities: What does it mean to be British?

Year 3

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit introduces Year 3 pupils to fundamental British values including the rule of law, democracy, individual liberty and mutual respect and tolerance. Pupils explore what these values mean in practice and how they help create fair, safe and inclusive communities for everyone.

Why this, why now?

This unit introduces Year 3 pupils to fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. At this stage, pupils are developing an understanding of society and their place within it. Pupils explore how these values shape daily life in schools and communities.

Lessons in unit

1. Fundamental British values
2. Democracy
3. Rule of law
4. Individual liberty
5. Mutual respect and tolerance

Prior knowledge requirements

- Pupils should know that they belong to different groups such as their family, school, local community and the United Kingdom.
- Pupils should understand that rules and laws help keep groups fair, safe and respectful for everyone.
- Pupils can demonstrate kindness and respect to others and understand how working together helps make their community a better place.

3. Healthy relationships: How can I help my family?

Year 3

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit covers understanding what makes families healthy and safe, developing skills to be a supportive family member, recognising when family relationships feel unhappy or unsafe and knowing how to ask for help from trusted adults both within and outside the family.

Why this, why now?

At Year 3, pupils are deepening their understanding of family dynamics and responsibilities. Building on their learning from Key Stage 1, this unit extends to how they can contribute positively to family life while recognising when families need support. This is timely as pupils develop greater awareness of family wellbeing and seek help when needed. By exploring these concepts now, pupils develop responsibility and cooperation within families, alongside crucial understanding that all families sometimes need support and that help is always available.

Lessons in unit

1. Healthy and safe families
2. Being a good family member
3. Asking for help

Prior knowledge requirements

- Pupils should know from earlier learning that families can look different but all families should be characterised by love, care and support for one another.
- Pupils should understand that showing kindness, respect and commitment to family members through words and actions helps families thrive.
- Pupils can identify trusted adults both within their family and in school who can help them if they feel worried or unsafe.

4. Healthy relationships: Are friendships ever perfect?

Year 3

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit explores understanding that friendships have ups and downs, disagreeing with friends respectfully, being a good friend, setting and respecting healthy boundaries, and making up after arguments to repair and strengthen friendships.

Why this, why now?

At Year 3, pupils are refining their social skills and experiencing more complex friendship dynamics. Building on their learning from Year 1 and Year 2, this unit addresses the reality that all friendships face challenges and disagreements. This is timely as pupils need realistic expectations and practical strategies for managing conflict. By learning these concepts now, pupils develop conflict-resolution skills, understand that disagreements don't mean friendships must end, and learn how to repair and strengthen relationships.

Lessons in unit

1. How to be a good friend
2. Disagreeing with friends
3. Healthy boundaries with friends
4. Making up after arguments

Prior knowledge requirements

- Pupils should know from earlier learning what it means to be a good friend, including showing kindness, honesty, respect, generosity and trust.
- Pupils may understand that everyone has personal boundaries and that respecting these boundaries helps friendships stay healthy and safe.
- Pupils can recognise when a friendship is making them feel unhappy or uncomfortable and know they can talk to a trusted adult.

5. Power in relationships: Who does my body belong to?

Year 3

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit emphasises that their body belongs to them, understanding that bodies are amazing and private, recognising the difference between appropriate and inappropriate touch and developing confidence to say no to uncomfortable or unsafe touch and seek help from trusted adults.

Why this, why now?

In Year 3, pupils are gaining a deeper understanding of personal boundaries and body autonomy. Building on their Year 1 and Year 2 learning about safety, this unit reinforces that their body belongs to them and they have the right to say no to unwanted touch. This is timely as pupils develop greater independence and encounter more varied social situations. By exploring these concepts now, pupils develop a strong sense of personal boundaries, confidence to assert them and understanding of when and how to seek help, essential for their safety, wellbeing and protection.

Lessons in unit

1. Amazing bodies
2. My body belongs to me

Prior knowledge requirements

- Pupils should know the correct names for body parts including private parts and understand the difference between appropriate and inappropriate touch.
- Pupils should understand that they can say "no" if something feels wrong, uncomfortable or unsafe and know that their feelings are important.
- Pupils can identify trusted adults such as parents, carers, teachers and other family members who can help them if they feel unsafe.

6. Media influence: How do I keep myself safe online?

Year 3

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit explores choosing appropriate online activities, understanding who to trust online, protecting personal information, recognising online risks, including bullying and scams, managing screen time for wellbeing and being responsible digital citizens who know how to report concerns.

Why this, why now?

At Year 3, many pupils are becoming more active online users. Building on their Year 1 and Year 2 learning about digital safety, this unit extends understanding to more complex online risks, including scams, peer pressure and managing wellbeing. This is timely as pupils develop critical evaluation skills for online content and relationships. By learning these concepts now, pupils develop enhanced digital literacy and safety skills, including understanding the permanence of online content, recognising manipulation and knowing when to seek help, essential for protecting themselves online.

Lessons in unit

1. Getting the right kind of screen time
2. The importance of wellbeing
3. Choosing what to do online
4. Sharing our personal information
5. Deciding who to trust online
6. How to be responsible online

Prior knowledge requirements

- Pupils should know from earlier learning that the internet can be used for learning, playing and communicating with others but that adults help keep them safe online.
- Pupils should understand from earlier learning that personal information such as their name, address, school and photos should be kept private online.
- Pupils should know that people online may not always be who they say they are and can identify trusted adults who can help them stay safe.

7. Our online lives: How can I be kind and happy online?

Year 3

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit covers understanding the rules for online friendship and kindness, identifying when questions are too personal, recognising uncomfortable feelings online, and knowing how to respond. It also includes enjoying favourite online activities safely and creating positive online experiences.

Why this, why now?

At Year 3, pupils may interact more frequently in digital spaces through games, videos and messaging. Building on their learning from Year 1 and Year 2, this unit extends to creating positive online experiences through kindness and respect. This is timely as pupils develop greater independence online and need skills to recognise when interactions feel uncomfortable. By exploring these concepts now, pupils develop understanding of how to be kind digital citizens, protect their information, recognise when to seek help and foster supportive online interactions, essential for their wellbeing.

Lessons in unit

1. Our favourite things online
2. What to do if we feel uncomfortable online
3. The rules for friendship online
4. Deciding if a question is too personal
5. Keeping safe in the online world

Prior knowledge requirements

- Pupils should know from previous learning that the internet can be used for playing, learning and communicating with others but requires safety awareness.
- Pupils should understand that people online may not always be who they say they are and that they should talk to a trusted adult if something online feels wrong or uncomfortable.
- Pupils may know that the same principles of kindness and respect that apply in person also apply online and that unkind behaviour can hurt others.

8. Physical health: How can I get active and eat well every day?

Year 3

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit emphasises keeping the body strong through regular physical activity and balanced nutrition, planning a healthy week with daily activity, making an activity plan, choosing foods carefully to support health and energy and understanding the connection between diet, exercise and wellbeing.

Why this, why now?

At Year 3, pupils are capable of taking more responsibility for their physical health and making informed choices about food and activity. Building on the knowledge gained in Year 1 and Year 2, this unit extends to planning daily healthy habits and routines. This is timely as pupils develop greater independence in their food choices and activity levels. By exploring these concepts now, pupils develop practical skills for incorporating regular physical activity into their daily lives, making balanced food choices, and understanding the connection between diet, exercise, and overall wellbeing.

Lessons in unit

1. Keeping our bodies strong
2. Making an activity plan
3. Choosing food carefully
4. A healthy week

Prior knowledge requirements

- Pupils will know from previous learning that eating a variety of foods from different food groups helps to keep them healthy and gives them energy to grow, play and learn.
- Pupils should understand that some foods are healthier choices than others and that drinking water regularly helps the body to work properly.
- Pupils will recognise from other learning that physical activity and exercise help to keep their bodies strong, healthy and full of energy.

9. Staying safe and healthy: How can I stay safe while out and about?

Year 3

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches pupils about recognising and avoiding dangers near roads, understanding water safety, staying safe near railways and level crossings and knowing how to call emergency services if needed. Pupils learn to assess risks and make safe choices in different environments.

Why this, why now?

At Year 3, pupils are starting to spend more time in their community with greater independence. Building on their Year 1 and Year 2 safety knowledge, this unit provides specific guidance for staying safe near roads, water and railways. This is timely as pupils are gaining more confidence and engaging with the world around them. By learning these concepts now, pupils develop an awareness of specific risks, skills to assess danger, and knowledge of how to respond in emergencies, which are essential for their safety as they gain more independence.

Lessons in unit

1. Staying safe near water
2. Dangers on the road
3. Staying safe near railways

Prior knowledge requirements

- Pupils should know from Year 1 and Year 2 about dangers inside and outside the home such as sharp objects, traffic, hazardous substances and water and be able to identify common risks.
- Pupils should understand from earlier learning that following safety rules such as using crossings, wearing seatbelts and staying with adults helps to keep people safe.
- Pupils should be familiar with identifying trusted adults such as parents, carers and teachers who help keep them safe, and should know they should tell an adult if worried about something.

Year 4 units

[View interactive sequence online](#) 

1

Emotions: How can we add to our emotions toolkit?

2

Communities: How are we all different?

3

Healthy relationships: Do all families look the same?

4

Healthy relationships: Are all friends the same?

5

Power in relationships: What does a healthy relationship feel like?

6

Media influence: What is fake news?

7

Our online lives: How do I decide who to trust online?

8

Physical health: What makes a balanced lifestyle?

9

Staying safe and healthy: How do I avoid getting ill?

10

Puberty: How will I change as I grow up?

1. Emotions: How can we add to our emotions toolkit?

Year 4

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit explores how it feels to experience emotions such as jealousy, joy and fury. Pupils learn how to name and manage these emotions. Pupils develop self-esteem, understand feelings of loneliness and learn strategies for living happy, emotionally healthy lives.

Why this, why now?

At Year 4, pupils are experiencing increasingly complex emotions as they navigate sophisticated social relationships and academic challenges. Building on previous years, this unit extends their toolkit to managing feelings such as jealousy, joy and fury alongside developing self-esteem and coping with loneliness. This is timely as pupils face greater independence and intense emotions. By exploring these concepts now, pupils develop emotional regulation skills, understand that difficult feelings are normal and learn strategies for maintaining wellbeing.

Lessons in unit

1. Our emotions toolkit: self-esteem
2. Feeling down and lonely
3. Managing my emotions
4. Living happy lives

Prior knowledge requirements

- Pupils should be able to recognise and name emotions including happiness, sadness, anger, fear, excitement, frustration, jealousy and fury.
- Pupils should know from Key Stage 2 and Year 3 strategies for managing strong emotions such as breathing techniques and talking to trusted adults.
- Pupils should understand from earlier learning that everyone experiences difficult emotions and that seeking help from trusted adults is important.
- Pupils should be familiar with their emotions toolkit from previous years containing various strategies for managing their feelings in healthy ways.

2. Communities: How are we all different?

Year 4

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit helps pupils understand the importance of equality and diversity by exploring the Equality Act, stereotypes and their impact. Pupils will learn about prejudice and discrimination in Britain, and how the law protects people from unfair treatment.

Why this, why now?

At Year 4, pupils are developing a stronger understanding of social issues and fairness. This unit builds on their Year 3 British values learning by deepening their understanding of equality and diversity. It introduces how the law protects people from discrimination and prepares pupils to recognise and challenge stereotypes and prejudice. This is particularly timely as pupils encounter diverse perspectives and may witness instances of discrimination.

Lessons in unit

1. The Equality Act
2. Stereotypes and their impact
3. Prejudice and discrimination in Britain
4. Ageism

Prior knowledge requirements

- Pupils should know from earlier learning that people live in diverse communities and that everyone deserves to be treated with respect and fairness.
- Pupils should understand from earlier learning that rules and laws exist to help people live safely and fairly and that inclusion strengthens communities.
- Pupils may recall from Year 3 the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, and understand their importance.

3. Healthy relationships: Do all families look the same?

Year 4

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit covers celebrating differences in families, understanding family changes such as separation or new members, recognising challenges families face, coping with grief and bereavement and learning how to support each other. Pupils explore diverse family structures and build empathy.

Why this, why now?

In Year 4, pupils are gaining a deeper understanding of family differences and that families face challenges and changes. Building on their previous learning, this unit extends to family changes, including separation, new members, illness, and bereavement. This is timely as pupils may experience significant family changes and need vocabulary and strategies to cope. By exploring these concepts now, pupils develop respect for diverse family structures, empathy for those facing challenges and understanding that seeking support is important.

Lessons in unit

1. Celebrating difference in our community
2. Family changes
3. Challenges for families
4. Coping with grief
5. Helping each other to feel supported

Prior knowledge requirements

- Pupils should know from Key Stage 1 that families come in many different forms and structures and that all families should be characterised by love and care.
- Pupils will understand that family members have responsibilities to help and look after each other, that asking for help is positive and that families may face challenges.
- Pupils will recognise that families may look different from their own in structure, culture and beliefs, and that all families deserve respect and kindness.
- Pupils should be familiar with the idea that stable, caring relationships are at the heart of healthy families even during difficult times.

4. Healthy relationships: Are all friends the same?

Year 4

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit focuses on understanding similarities and differences, recognising and challenging gender stereotypes, stopping sexism in school and including everyone in friendships and activities. Pupils learn to celebrate diversity, challenge unfair treatment and build inclusive friendships.

Why this, why now?

At Year 4, pupils are likely to be refining their social relationships and understanding of friendships. Building on their earlier lessons about friendships, this unit is timely as it highlights that friendships can vary widely. By learning these concepts now, pupils develop an appreciation for different types of friendships, fostering inclusivity and empathy in their social interactions.

Lessons in unit

1. We are all similar, we are all different
2. Understanding gender stereotypes
3. Stopping sexism in our school
4. Including people

Prior knowledge requirements

- Pupils should know from Key Stage 1 that good friendships are based on kindness, respect, honesty, trust and loyalty and make people feel happy and secure.
- Pupils should know that friendships are built on kindness, trust and respect, and that good friends listen, share and help one another regardless of differences.
- Pupils should understand that friends can disagree and that disagreements can be resolved in positive and respectful ways without damaging the friendship.
- Pupils should be familiar with the idea that healthy friendships are welcoming and inclusive, do not exclude others and treat everyone with respect.

5. Power in relationships: What does a healthy relationship feel like?

Year 4

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit teaches pupils about healthy friendships and families, recognising and resisting pressure from friends and adults, understanding healthy versus unhealthy relationships and knowing when to seek help. Pupils develop skills to maintain healthy boundaries and assert their needs.

Why this, why now?

In Year 4, pupils are developing an understanding of relationships and power dynamics. Building on previous learning about boundaries and safety, this unit extends to recognising healthy versus unhealthy relationships and resisting pressure from peers and adults. This is timely as pupils face social pressures and need skills to identify when relationships feel uncomfortable. By exploring these concepts now, pupils develop the ability to form positive relationships, assert their boundaries, resist inappropriate pressure, and seek help when needed.

Lessons in unit

1. Healthy friendships
2. Healthy families
3. Pressure from friends
4. Pressure from adults

Prior knowledge requirements

- Pupils should know that their body belongs to them, can recognise appropriate and inappropriate touch and understand that they have the right to say no to unwanted contact.
- Pupils should understand from earlier learning that healthy friendships and families are based on kindness, respect, trust and care.
- Pupils should be familiar with trusted adults such as parents, carers and teachers who can help them if they feel worried, unsafe or uncomfortable.

6. Media influence: What is fake news?

Year 4

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit gives pupils skills to understand elements of the online world such as advertising, misinformation and content creator motivations. Pupils learn to identify bias, recognise fake news, critically evaluate online information, report harmful content and make discerning online choices.

Why this, why now?

In Year 4, pupils are increasingly active online and encounter advertising, misinformation and fake news. Building on previous online safety learning, this unit extends to critically evaluating information, recognising bias and identifying fake news. This is timely as pupils need skills to navigate the online landscape discerningly. By exploring these concepts now, pupils develop critical thinking to question sources, identify misinformation, understand content motivations and report harmful material.

Lessons in unit

1. Understanding what we see online
2. Understanding bias
3. The problem with fake news
4. Deciding what is real and what is fake

Prior knowledge requirements

- Pupils may know that not everything online is true or accurate and that they need to think carefully about what they see and read.
- Pupils should understand from earlier learning that people online may have different motivations for sharing content including commercial reasons.
- Pupils know they should choose what to do online carefully and that they should feel safe online.
- Pupils may understand they should never share personal images or videos with strangers online and should not share embarrassing or sensitive images.
- Pupils should know they can report concerns about the online world to a trusted adult if something makes them feel worried or uncomfortable.

7. Our online lives: How do I decide who to trust online?

Year 4

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit teaches pupils about assessing trustworthiness online, understanding different types of internet users, recognising risks with strangers, responding safely to unknown people and communicating safely online. Pupils develop critical thinking to evaluate who to trust and when to seek help.

Why this, why now?

In Year 4, pupils may increasingly engage with online communities through games and messaging. Building on previous online safety learning, this unit extends to evaluating the trustworthiness of people online and navigating online relationships safely. This is timely as pupils face complex online interactions and may encounter strangers or deceptive people. By exploring these concepts now, pupils develop critical thinking skills to assess who to trust online, recognise warning signs, apply offline safety principles online, and seek help when needed.

Lessons in unit

1. Understanding who uses the internet
2. Understanding who we can interact with online
3. Communicating online safely
4. Knowing who to trust online

Prior knowledge requirements

- Pupils should know that people online may not always be who they say they are and that some people online may try to trick or harm others.
- Pupils should understand from earlier learning that personal information such as name, address, school, photos and videos should be kept private online.
- Pupils should be familiar with trusted adults such as parents, carers and teachers who can help them if they feel worried or uncomfortable about something online.
- Pupils should know from Key Stage 1 that the same principles of kindness, respect and safety that apply in person also apply to online interactions.
- Pupils should understand from earlier learning that they should report concerns about the online world to a trusted adult if something feels unsafe.

8. Physical health: What makes a balanced lifestyle?

Year 4

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit emphasises keeping the body healthy through good oral hygiene, understanding the importance of sleep and rest for health and wellbeing, and maintaining overall physical health through balanced nutrition and self-care. Pupils learn practical strategies for a healthy lifestyle.

Why this, why now?

At Year 4, pupils are capable of taking more responsibility for their lifestyle choices and daily health routines. Building on previous knowledge of nutrition and physical activity, this unit extends to include sleep, rest and oral health as essential components of a balanced lifestyle. This is timely as pupils develop greater independence in managing their health. By exploring these concepts now, pupils develop practical routines that incorporate healthy eating, exercise, good sleep habits, and self-care.

Lessons in unit

1. Healthy teeth
2. The importance of sleep and rest
3. Keeping my body healthy

Prior knowledge requirements

- Pupils should know from previous learning that eating a variety of foods, staying active and getting enough sleep contribute to good health.
- Pupils should understand from earlier learning the principles of a balanced diet including appropriate portions, limiting sugary foods and drinking water.
- Pupils should be familiar with good hygiene practices such as washing hands, bathing regularly and brushing teeth to prevent illness and keep bodies healthy.
- Pupils should know from Key Stage 1 that sleep and rest are important for their bodies to work properly and that they feel better when they get enough sleep.

9. Staying safe and healthy: How do I avoid getting ill?

Year 4

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit covers keeping the body clean through good hygiene, understanding how diseases spread and prevention strategies, staying safe during summer including sun safety and learning how to respond to stings, allergies and anaphylaxis.

Why this, why now?

In Year 4, pupils are becoming more aware of health and hygiene and are capable of taking responsibility for preventing illness. Building on previous learning about personal hygiene and safety, this unit extends to disease prevention, recognising serious health situations such as allergic reactions and responding appropriately. This is timely as pupils gain independence and need practical strategies to stay healthy. By exploring these concepts now, pupils develop the habits and knowledge necessary to prevent illness, respond to emergencies, and protect their health.

Lessons in unit

1. Keeping our bodies clean and healthy
2. Preventing the spread of disease
3. Sunburn, stings, allergies and anaphylaxis

Prior knowledge requirements

- Pupils should know from earlier learning that good hygiene practices such as washing hands regularly with soap, bathing and keeping clean help prevent germs from spreading.
- Pupils should understand from previous learning that germs such as bacteria and viruses can make people ill and that simple actions can help stop them spreading.
- Pupils should be familiar with basic sun safety such as wearing sunscreen, hats and staying in the shade during hot weather.
- Pupils can identify trusted adults such as teachers, parents and school staff who can help them if they are injured or feeling unwell.

10. Puberty: How will I change as I grow up?

Year 4

[Go to unit resources](#) 

Threads

- Growing up

Unit description

This unit provides essential information about the physical and emotional changes during puberty, including understanding bodily changes, menstruation and hygiene during puberty. Pupils develop healthy understanding of development, learn correct terminology and feel prepared for changes ahead.

Why this, why now?

At Year 4, pupils may begin to experience puberty changes, which can start as early as eight years old. Building on previous understanding of bodies and emotions, this unit provides essential information about physical and emotional changes. This is particularly timely, as early preparation reduces anxiety and promotes a positive body image. By learning these concepts now, pupils develop a healthy perspective on development, understand that puberty is normal and natural and feel prepared about changes ahead, essential for their wellbeing during this transitional period.

Lessons in unit

1. How we change during puberty
2. Menstruation
3. Staying clean during puberty

Prior knowledge requirements

- Pupils should know from Key Stage 1 the correct names for body parts including private parts such as penis, vulva and vagina.
- Pupils should understand that their body belongs to them and that all parts of the body are private and should be treated with respect.
- Pupils should be familiar with taking care of their body through good hygiene, healthy eating and regular exercise to stay well and healthy.
- Pupils should know from earlier learning that everyone grows and develops at different rates and that bodies change as people get older.

Year 5 units

[View interactive sequence online](#) 

1

Emotions: How can we manage challenges?

2

Communities: How can we ensure fairness and respect for women and girls?

3

Healthy relationships: Is there such a thing as a perfect family?

4

Healthy relationships: How can I be a great friend?

5

Power in relationships: How do I get help if I don't feel safe?

6

Media influence: Who decides what I experience in the online world?

7

Our online lives: How do I thrive online?

8

Physical health: Is it hard to be healthy?

9

Risky substances: Why do people get addicted?

10

Staying safe and healthy: How can I avoid harm?

1. Emotions: How can we manage challenges?

Year 5

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches pupils how to manage a wider range of emotions such as feeling aspirational, embarrassed, anxious, worried and appreciative. Pupils explore challenges they face, understand that all emotions are important and develop strategies for managing difficult emotions effectively.

Why this, why now?

By Year 5, pupils have developed their emotions toolkit through previous years. In this unit, pupils explore more complex emotions such as aspirational, embarrassed, anxious, worried and appreciative. This is timely as pupils face increasing academic and social challenges. By learning these concepts now, pupils enhance their emotional vocabulary, understand that all emotions serve important purposes, develop advanced strategies for managing difficult emotions and build resilience when facing challenges.

Lessons in unit

1. Our emotions toolkit: challenges
2. All emotions are important
3. Facing challenges

Prior knowledge requirements

- Pupils should be able to recognise and name emotions including happiness, sadness, anger, fear, excitement, frustration, jealousy, joy and fury.
- Pupils should know from Key Stage 1 strategies for managing strong emotions such as breathing techniques, talking to trusted adults and taking breaks.
- Pupils should understand from earlier learning that everyone experiences difficult emotions sometimes and that seeking help from trusted adults is a positive and important step.
- Pupils should be familiar with their emotions toolkit from previous years containing various strategies for managing their feelings in healthy ways.

2. Communities: How can we ensure fairness and respect for women and girls?

Year 5

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit explores the importance of respecting the rights of women and girls. Pupils learn about the history of women's rights since the 1800s, compare the experiences of women over time, understand the challenges faced by women and girls in modern Britain, and challenging gender stereotypes.

Why this, why now?

By Year 5, pupils have developed an understanding of equality and diversity from previous learning. This unit builds on that by exploring the history of women's rights since the 1800s and current challenges facing women and girls in modern Britain. This is timely as pupils develop critical thinking about fairness and inequality. By learning these concepts now, pupils gain a deeper understanding of gender inequality and recognise how attitudes have changed.

Lessons in unit

1. How women's rights have changed since the 1800s
2. Identifying gender stereotypes
3. Challenging gender stereotypes
4. Making the world a fairer place

Prior knowledge requirements

- Pupils should know that everyone deserves to be treated with respect, fairness and dignity regardless of their gender, background or characteristics.
- Pupils may understand what stereotypes are, that they can be unfair and harmful, and that gender stereotypes can limit people's choices and opportunities.
- Pupils should be familiar with the Equality Act from earlier learning and should know that the law protects people from discrimination.
- Pupils may recognise from other learning that attitudes and laws about equality have changed over time and that people have worked to make society fairer for everyone.

3. Healthy relationships: Is there such a thing as a perfect family?

Year 5

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit examines families and helps pupils understand that no family is perfect, all families face challenges and changes, and that love and care matter more than structure. Pupils develop realistic expectations of family life, fostering empathy, respect and resilience.

Why this, why now?

At Year 5, pupils are refining their understanding of family dynamics and may be aware of challenges in their own or friends' families. Building on previous learning, this unit addresses the myth of the perfect family. This is timely as pupils develop a realistic understanding that all families face difficulties and that love matters more than perfection. By exploring these concepts now, pupils develop an empathetic view of family life, understand the importance of seeking help, and learn to respect different family experiences.

Lessons in unit

1. No two families are the same
2. Family change and challenges

Prior knowledge requirements

- Pupils should know from Key Stage 1 that families come in many different forms and structures and that all families should be characterised by love and care.
- Pupils should understand that families can experience changes such as separation, divorce, new members, illness or bereavement, and that these changes can provoke a range of emotions.
- Pupils should be familiar with the idea that stable, caring relationships are at the heart of healthy families and that commitment matters even during difficulties.
- Pupils should know from earlier learning about trusted adults both within their family and at school who can help them if they feel worried or unhappy.

4. Healthy relationships: How can I be a great friend?

Year 5

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit focuses on qualities and behaviours that contribute to strong, supportive friendships. Pupils learn how to build new friendships, repair damaged relationships, maintain healthy friendships over time and recognise when friendships need to change or end, developing practical skills.

Why this, why now?

At Year 5, pupils are further developing their social skills and navigating more complex friendship dynamics. Building on previous learning about friendship, this unit focuses on practical qualities and behaviours that make a great friend. This is timely as pupils experience deeper friendships and need skills to build, repair, maintain and sometimes end friendships appropriately. By learning these concepts now, pupils develop advanced friendship skills including conflict resolution, communication and setting healthy boundaries.

Lessons in unit

1. Building strong friendships
2. Repairing damaged friendships
3. Maintaining friendships
4. Changing and ending friendships

Prior knowledge requirements

- Pupils should know from Key Stage 1 that good friendships are based on kindness, respect, honesty, trust and loyalty and make people feel happy and secure.
- Pupils should understand that friendships have ups and downs, that disagreements are normal and can often be resolved through communication and compromise.
- Pupils should be familiar with the idea that healthy friendships are welcoming and inclusive, do not exclude others and treat everyone with respect.
- Pupils should know from earlier learning qualities of good friends such as being supportive, listening, sharing and being trustworthy.

5. Power in relationships: How do I get help if I don't feel safe?

Year 5

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit provides strategies for seeking help when feeling unsafe, understanding and resisting peer pressure, recognising when to seek help and developing confidence to assert boundaries. Pupils learn to feel empowered and know multiple ways to access support for their safety and wellbeing.

Why this, why now?

In Year 5, pupils become increasingly aware of personal safety and develop greater independence. Building on previous understanding of boundaries and safety, this unit provides critical strategies for seeking help when feeling unsafe, including resisting peer pressure. This is timely as pupils face increasing independence and social pressures. By learning these concepts now, pupils develop the confidence to recognise unsafe situations, assert their boundaries, resist pressure, and seek support through multiple channels.

Lessons in unit

1. Understanding peer pressure
2. Finding support when I feel unsafe
3. Feeling powerful

Prior knowledge requirements

- Pupils should know that their body belongs to them and can recognise the difference between appropriate and inappropriate physical contact.
- Pupils should understand from previous learning that healthy relationships make them feel safe, respected and valued, and can identify when relationships feel uncomfortable or unsafe.
- Pupils should be familiar with multiple trusted adults such as parents, carers, teachers and school staff who can help them if they feel worried or unsafe.
- Pupils should know from earlier learning that everyone has the right to feel safe and that seeking help is important, positive and brave.

6. Media influence: Who decides what I experience in the online world?

Year 5

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit explores the forces shaping online experiences, teaching pupils to critically evaluate digital content. Pupils learn about online influencers, how algorithms work, their own power online and the role of data, developing understanding of how and why their online experience is curated.

Why this, why now?

At Year 5, pupils are likely to be aware of different types of online content. Building on previous knowledge of media influence, this unit examines the forces that shape their online experiences. This is timely as pupils need to understand how algorithms, influencers and data collection affect what they see. By learning these concepts now, pupils develop a critical understanding of content curation, commercial motivations and their digital power.

Lessons in unit

1. Understanding online influencers
2. How algorithms influence what we see
3. Understanding my power online
4. The power of data

Prior knowledge requirements

- Pupils should know from Year 4 that not everything online is true and should understand what fake news is, how to identify bias and evaluate sources.
- Pupils may understand that people online may have different motivations for sharing content, including commercial reasons, and that content can be designed to persuade.
- Pupils should be familiar with strategies for critically evaluating online information such as checking sources, looking for evidence and asking trusted adults.
- Pupils should know from Key Stage 1 that personal information and images should be kept private online and understand basic concepts of privacy and consent.
- Pupils should be able to identify trusted adults who can help them with concerns about online content, relationships or experiences.

7. Our online lives: How do I thrive online?

Year 5

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit emphasises positive and healthy online interactions, helping pupils balance their digital and offline lives. Pupils learn about online dangers, navigating group chats safely, managing online comparisons and developing strategies to thrive online while maintaining wellbeing.

Why this, why now?

At Year 5, many pupils are spending more time online. Building on previous learning about online behaviour and safety, this unit emphasises positive and healthy online interactions. This is timely as pupils face increasing online pressures, including group chat dynamics and social comparisons. By learning these concepts now, pupils develop skills to recognise dangers, navigate social situations, manage their well-being and balance their digital and offline lives.

Lessons in unit

1. Dangers to watch out for in the online space
2. Group chats
3. Online comparisons
4. Thriving online

Prior knowledge requirements

- Pupils should know that not everyone online is who they say they are and can recognise warning signs of unsafe contact or inappropriate behaviour online.
- Pupils should understand that personal information, images and messages should be kept private and that once shared online content can be circulated permanently.
- Pupils can critically evaluate online content including understanding fake news, bias, commercial motivations and the influence of algorithms on what they see.
- Pupils may recognise that online relationships are different from face-to-face relationships and understand the importance of maintaining healthy boundaries online.
- Pupils should be able to identify multiple trusted adults they can talk to if something online makes them feel worried, uncomfortable or unsafe.

8. Physical health: Is it hard to be healthy?

Year 5

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit addresses the challenges and rewards of maintaining a healthy lifestyle, promoting balanced nutrition and physical activity. Pupils learn to plan a healthy week, understand health differences, navigate pressures about appearance and develop positive body image and self-respect.

Why this, why now?

In Year 5, pupils are making more independent choices. Building on previous knowledge of nutrition and physical activity, this unit addresses realistic challenges of maintaining a healthy lifestyle while developing a positive body image. This is timely as pupils navigate physical changes and social pressures. By learning these concepts now, pupils develop strategies to make balanced health choices, resist unhealthy pressures and foster self-respect.

Lessons in unit

1. How to have a healthy and balanced week
2. Differences in our health
3. Pressure to look a certain way

Prior knowledge requirements

- Pupils should know from Key Stage 1 that eating a variety of foods from different food groups, staying physically active and getting enough sleep contribute to good health.
- Pupils should understand from earlier learning the principles of a balanced diet including appropriate portions, limiting sugary and processed foods and drinking plenty of water.
- Pupils should be familiar with the idea that everyone's body is different and develops at different rates and that comparing bodies is unhelpful.
- Pupils should know from earlier learning about trusted adults at school and home who can help them if they are worried about their physical or mental health.

9. Risky substances: Why do people get addicted?

Year 5

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit explores addiction, with particular emphasis on smoking and vaping. Pupils learn the facts about smoking, vaping and nicotine products and understand associated health risks, including addiction.

Why this, why now?

At Year 5, pupils are becoming more aware of health risks and may encounter smoking, vaping or substances in their communities. Building on previous understanding of personal safety and health, this unit explores addiction, smoking and vaping with age-appropriate facts. This is timely as pupils need accurate information before facing peer pressure or exposure. By learning these concepts now, pupils develop an understanding of addiction, health risks and skills to make informed choices and resist pressure.

Lessons in unit

1. The facts about smoking and vaping
2. Understanding addiction

Prior knowledge requirements

- Pupils should know from Key Stage 1 that some substances can harm their bodies and understand basic safety around medicines, household chemicals and other potentially dangerous substances.
- Pupils should understand that their body belongs to them and they have the right to make choices about what goes into their body, including the right to say no.
- Pupils should be familiar with the idea that rules and laws exist to protect people's health and safety including age restrictions on certain products.
- Pupils can identify trusted adults such as parents, carers, teachers and health professionals who can provide accurate information about health and substances.

10. Staying safe and healthy: How can I avoid harm?

Year 5

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit provides strategies to avoid harm in various situations, emphasising personal safety and wellbeing. Pupils learn to identify hazards, understand fire safety and firework dangers, make emergency calls effectively and understand the importance of vaccination for health protection.

Why this, why now?

At Year 5, pupils might be increasing their awareness of personal safety. Building on their previous lessons about health and safety, this unit is timely as it provides strategies to avoid harm in various situations. By exploring these concepts now, pupils develop the knowledge and skills to protect themselves and others.

Lessons in unit

1. Identifying hazards
2. Fire safety, burns and fireworks
3. Reporting an emergency
4. The importance of vaccines

Prior knowledge requirements

- Pupils should know about common hazards in the home, at school and outdoors such as sharp objects, hot surfaces, chemicals, water and traffic dangers.
- Pupils should understand from earlier learning basic first aid concepts such as dealing with minor cuts and burns and know when to seek adult help.
- Pupils can identify trusted adults who can help in emergencies and understand the importance of staying calm and providing clear information when seeking help.
- Pupils should know from Key Stage 1 that rules and safety guidance exist to protect people from harm and understand their responsibility to follow safety instructions.

Year 6 units

[View interactive sequence online](#) 

1

Emotions: How can we manage our emotions through periods of change?

2

Communities: How can we show respect to people of different races and cultures?

3

Healthy relationships: How can we live in harmony?

4

Healthy relationships: How can we have healthy boundaries?

5

Power in relationships: What are my boundaries?

6

Media influence: How do I decide what is true online?

7

Our online lives: What should I share online?

8

Physical health: How do I plan a healthy week?

9

Risky substances: Why do people use alcohol and drugs?

10

Staying safe and healthy: How can I save a life?

11

Puberty: What happens during adolescence?

1. Emotions: How can we manage our emotions through periods of change?

Year 6

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

In this unit, pupils learn about emotions such as feeling optimistic, apprehensive, stressed or proud. Pupils build on their emotions toolkit from previous years, developing strategies for handling transitions, understanding mental health and celebrating their unique identity and strengths.

Why this, why now?

At Year 6, pupils may experience a range of emotions, including optimism, apprehension, stress, and pride, as they prepare for the transition to secondary school. Building on their emotions toolkit from previous years, this unit extends to managing emotions during periods of change. This is timely as pupils face major life transitions and need advanced emotional regulation strategies. By learning these concepts now, pupils develop skills to handle transition, understand mental health, celebrate their identity and build resilience.

Lessons in unit

1. Our emotional toolkit: handling transition
2. We all have mental health
3. We are unique

Prior knowledge requirements

- Pupils should be able to recognise and name a wide range of emotions from Key Stage 1 and should understand that emotions can vary in intensity and change over time.
- Pupils should know from earlier learning strategies for managing emotions and should be familiar with their emotions toolkit.
- Pupils should understand from previous learning that everyone experiences difficult emotions including worry and feeling down and that these are normal responses.
- Pupils should be familiar with trusted adults such as parents, carers, teachers and school staff who can help them with emotional or mental health concerns.

2. Communities: How can we show respect to people of different races and cultures?

Year 6

[Go to unit resources](#) 

Threads

- Community

Unit description

This unit teaches pupils how to respect people of different races and cultures by exploring the history and impact of racism in Britain. Pupils learn about the Windrush generation, race in modern Britain and the dangers of racial stereotypes, developing skills to challenge discrimination.

Why this, why now?

At Year 6, pupils are developing a more developed understanding of equality and justice as they prepare for diverse secondary environments. Building on previous learning about diversity, this unit deepens understanding of racial and cultural differences through exploring racism's history in Britain and the Windrush generation. This is timely as pupils need context for modern race relations and skills to challenge discrimination.

Lessons in unit

1. Being British
2. The history of racism in Britain
3. The arrival of the Windrush generation
4. Diversity in modern Britain
5. Discrimination and law in Britain
6. Feeling like we belong

Prior knowledge requirements

- Pupils should know from Year 4 and Year 5 that everyone deserves to be treated with respect, fairness and dignity regardless of their race, culture or background.
- Pupils may understand from earlier learning what stereotypes are, that they can be unfair and harmful and that racial stereotypes cause discrimination.
- Pupils should be familiar with the Equality Act and should know that the law in Britain protects people from discrimination based on race.
- Pupils should know from Key Stage 2 that Britain is a diverse country with people from many different races, cultures and backgrounds living together.
- Pupils may understand from other learning that attitudes and laws about equality have changed over time and that people have fought for fairness.

3. Healthy relationships: How can we live in harmony?

Year 6

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit emphasises living harmoniously with others and understanding different types of long-term relationships. Pupils learn about healthy romantic relationships, marriage, civil partnerships and different ways people choose to live together, developing respect for relationship choices.

Why this, why now?

In Year 6, pupils have developed an understanding of different family structures and learned about the law. This unit explores romantic relationships and the legal status of long-term relationships, including marriage and civil partnerships. This is timely as pupils approach adolescence and understand relationships more maturely. By learning these concepts now, pupils develop respect for relationship choices, understand legal commitment, and recognise healthy relationship characteristics.

Lessons in unit

1. Healthy romantic relationships
2. Love, living together, marriage and civil partnership

Prior knowledge requirements

- Pupils should know from Key Stage 1 that families come in many different forms and that stable, caring relationships are characterised by love and care.
- Pupils should understand from earlier learning that healthy relationships are based on mutual respect, honesty, trust, kindness and commitment to each other.
- Pupils should be familiar with the idea that everyone has the right to choose their relationships and that all relationship choices should be respected.
- Pupils may know from previous learning about diverse family structures including those with same-sex parents and understand that love matters most.

4. Healthy relationships: How can we have healthy boundaries?

Year 6

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit teaches the importance of establishing and maintaining healthy boundaries in relationships. Pupils learn about being inclusive friends, respecting boundaries in friendships, resisting pressure to change boundaries and mapping their own personal boundaries across different relationships.

Why this, why now?

At Year 6, pupils are becoming more aware of personal boundaries as they prepare for secondary school and complex social dynamics. Building on previous understanding of personal safety and respect, this unit teaches how to establish and maintain healthy boundaries. This is timely as pupils face peer influence and need skills to assert boundaries confidently. By learning these concepts now, pupils develop the ability to navigate relationships safely, recognise when boundaries are crossed and seek support.

Lessons in unit

1. Being an inclusive friend
2. Respecting boundaries in friendships
3. Pressure to change boundaries
4. Mapping our boundaries

Prior knowledge requirements

- Pupils should know from Key Stage 1 and Key Stage 2 that their body belongs to them and should understand the difference between appropriate and inappropriate contact.
- Pupils should be familiar with healthy friendships from earlier learning and should know that good friendships are based on mutual respect, trust and honesty.
- Pupils should understand from previous learning that everyone has the right to say no and that real friends respect each other's choices and boundaries.
- Pupils should know about trusted adults they can talk to if they feel uncomfortable about someone's behaviour or need help with relationships.

5. Power in relationships: What are my boundaries?

Year 6

[Go to unit resources](#) 

Threads

- Relationships

Unit description

This unit helps pupils understand personal boundaries. Pupils learn how to say 'no' confidently, recognise when others' boundaries should be respected, and know what to do if those boundaries are ignored or crossed.

Why this, why now?

At Year 6, pupils are preparing for greater independence and more different social environments. This unit is timely as it helps pupils develop self-awareness, assertiveness, and confidence to express their own boundaries while respecting those of others. By exploring these ideas now, pupils are equipped to recognise unsafe behaviour, seek help if needed, and carry forward a strong understanding of respect and personal safety into secondary school.

Lessons in unit

1. Why saying 'no' is important
2. Understanding my boundaries

Prior knowledge requirements

- Pupils should know that everyone has the right to feel safe and respected in all relationships.
- They understand that friendships and families should make people feel valued and comfortable.
- Pupils may already recognise that they can say 'no' if something feels wrong or unsafe, and that trusted adults can help if they have a concern.

6. Media influence: How do I decide what is true online?

Year 6

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit focuses on distinguishing truth from misinformation online and developing critical thinking skills. Pupils learn about online motivations and bias, recognising fake and AI-generated images, algorithms and echo chambers, verifying content and finding reliable health information.

Why this, why now?

In Year 6, pupils are becoming more critical of the information they encounter online. Building on previous learning about media literacy, this unit focuses on advanced skills for distinguishing truth from misinformation, including AI-generated content. This is timely as misinformation becomes more sophisticated. By learning these concepts now, pupils develop essential abilities to evaluate sources, recognise manipulation, verify content and find reliable information.

Lessons in unit

1. Online motivations and bias
2. Recognising fake and AI-generated images
3. Algorithms and echo chambers
4. Verifying what I see online
5. Finding health information online

Prior knowledge requirements

- Pupils should know from Year 4 and Year 5 what misinformation is, how to identify bias and should understand that people online have different motivations for sharing content.
- Pupils should be familiar with critically evaluating online information from earlier learning including checking sources, looking for evidence and asking trusted adults.
- Pupils should understand from Key Stage 2 how algorithms work and that they influence what content people see online based on their previous activity.
- Pupils may know from Year 5 that content online can be edited, filtered or manipulated and should be able to question the accuracy of what they see.
- Pupils should be familiar with trusted adults and reliable sources who can help them evaluate online information and understand health-related content.

7. Our online lives: What should I share online?

Year 6

[Go to unit resources](#) 

Threads

- Online safety

Unit description

This unit addresses responsible sharing of personal information online, promoting digital citizenship and the importance of privacy. Pupils learn to decide what to share, resist peer pressure online, understand power dynamics and recognise and challenge discrimination in online spaces.

Why this, why now?

At Year 6, pupils might be accessing online content with increasing independence. Building on previous understanding of online safety, this unit addresses sharing personal information responsibly. This is timely as pupils face peer pressure to share content and need digital citizenship skills. By learning these concepts now, pupils develop an understanding of privacy, skills to resist pressure, awareness of power dynamics and discrimination online, and a commitment to respectful digital behaviour.

Lessons in unit

1. Deciding what to share online
2. Peer pressure online
3. Power in the online space
4. Discrimination in the online space

Prior knowledge requirements

- Pupils should know from Key Stage 1 and Key Stage 2 that personal information such as name, address, school, photos and videos should be kept private online.
- Pupils may understand from Year 4 and Year 5 that once content is shared online it can be circulated permanently and they have no control over where it ends up.
- Pupils should be familiar with peer pressure from earlier learning and should know strategies for saying no and resisting pressure to do things they are uncomfortable with.
- Pupils should know from Key Stage 2 that abuse, bullying and harassment can take place online and should be able to identify trusted adults who can help them.
- Pupils should understand that the same principles of kindness, respect and safety that apply in person also apply to online interactions.

8. Physical health: How do I plan a healthy week?

Year 6

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches pupils to plan a balanced and healthy week, incorporating nutrition and physical activity. Pupils learn practical skills for creating healthy meals, planning enjoyable physical activities and building sustainable routines.

Why this, why now?

At Year 6, pupils are taking more responsibility for their health routines as they prepare for secondary school. Building on previous knowledge of nutrition and physical activity, this unit teaches practical skills for planning a balanced and healthy week. This is timely as pupils transition to increased autonomy over lifestyle choices. By learning these concepts now, pupils develop sustainable skills for creating healthy meals, building regular physical activity and maintaining long-term health and wellbeing.

Lessons in unit

1. Creating a healthy meal
2. Enjoying an active week

Prior knowledge requirements

- Pupils should know from Key Stage 1 and Key Stage 2 that eating a variety of foods from different food groups and staying physically active contribute to good health.
- Pupils should understand from earlier learning the principles of a balanced diet including appropriate portions, limiting processed foods and drinking plenty of water.
- Pupils should be familiar with the benefits of physical activity from Year 4 and Year 5 including improved fitness, mood, sleep and overall health and wellbeing.
- Pupils may know from Key Stage 2 that building regular exercise and healthy eating into daily and weekly routines helps maintain long-term physical and mental health.

9. Risky substances: Why do people use alcohol and drugs?

Year 6

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit explores the reasons behind alcohol and drug use and the associated risks, encouraging informed choices. Pupils learn factual information about alcohol and drugs, understand their physical and mental health impacts, develop skills to resist pressure and know how to seek help when needed.

Why this, why now?

In Year 6, pupils are becoming more aware of substance use risks as they prepare for secondary school, where they may encounter more exposure to alcohol and drugs. Building on Year 5 learning about smoking, vaping and addiction, this unit explores reasons behind alcohol and drug use and their health impacts. This is timely as pupils need factual information before facing peer pressure. By learning these concepts now, pupils develop an understanding of risks, addiction and skills to resist pressure.

Lessons in unit

1. The facts about alcohol
2. The facts about drugs

Prior knowledge requirements

- Pupils should know from Year 5 about smoking, vaping and nicotine addiction and should understand that some substances can harm their bodies and lead to addiction
- Pupils should understand from earlier learning that their body belongs to them and they have the right to make choices about what goes into their body.
- Pupils should be familiar with peer pressure from Key Stage 2 and should know strategies for saying no and resisting pressure to do things they are uncomfortable with.
- Pupils should know from earlier learning about trusted adults such as parents, carers, teachers and health professionals who can provide accurate information about substances.

10. Staying safe and healthy: How can I save a life?

Year 6

[Go to unit resources](#) 

Threads

- Wellbeing

Unit description

This unit teaches basic first aid and emergency response skills, empowering pupils to help in emergencies. Pupils learn practical first aid for common injuries, how to respond to head injuries safely, understand asthma and its management and develop confidence to call emergency services effectively.

Why this, why now?

At Year 6, pupils are becoming more responsible and likely to be given more independence. Building on previous understanding of safety and health, this unit teaches basic first aid and emergency response skills. This is timely as pupils develop the maturity to respond effectively in emergencies. By learning these concepts now, pupils develop practical, life-saving skills, confidence to act in emergencies, an understanding of conditions like asthma, and the ability to seek help appropriately.

Lessons in unit

1. Basic first aid
2. Head injuries
3. What is asthma?

Prior knowledge requirements

- Pupils should know from Key Stage 1 and Key Stage 2 about common hazards and basic safety practices to prevent injuries at home, school and outdoors.
- Pupils should understand from prior learning how to make an emergency call and should know the importance of staying calm and giving clear information.
- Pupils may be familiar with basic first aid concepts from earlier learning such as cooling burns under water and applying pressure to stop bleeding.
- Pupils should know from Key Stage 2 about trusted adults and emergency services who can help in medical emergencies and understand when to seek immediate help.

11. Puberty: What happens during adolescence?

Year 6

[Go to unit resources](#) 

Threads

- Growing up

Unit description

This unit prepares pupils for the physical and emotional changes of puberty and adolescence, fostering a healthy understanding of development. Pupils learn about physical changes for all bodies, male and female specific changes, including menstruation and emotional changes, and feel prepared.

Why this, why now?

At Year 6, pupils are approaching or beginning puberty, which can start as early as age 8. Building on Year 4's understanding of bodies and menstruation, this unit prepares them for the physical and emotional changes that occur before secondary school. This is timely as early preparation reduces anxiety and promotes positive body image. By learning these concepts now, pupils develop a healthy understanding of development, know that puberty is normal and natural, feel prepared for changes and understand where to seek support.

Lessons in unit

1. Physical changes during puberty
2. Male and female changes during puberty
3. Emotional changes during puberty

Prior knowledge requirements

- Pupils should know from Year 4 the correct names for body parts including penis, vulva and vagina, and understand that bodies are private.
- Pupils should understand from Year 4 about menstruation including what it is, why it happens and that it typically starts around age 12 but can begin as early as age 8.
- Pupils should be familiar with the idea from earlier learning that everyone grows and develops at different rates and that all bodies change as people get older.
- Pupils should know from Key Stage 2 that their body belongs to them and should be able to identify trusted adults who can help with questions or concerns about puberty.

Threads in RSHE (PSHE)

[See how to use threads](#) ↑

Community

Relationships

Online safety

Wellbeing

Growing up

Thread, '**Community**'

Year 1

- **Unit 2**, 'Communities: Who am I? Who are you?'

Year 2

- **Unit 2**, 'Communities: Who is in my community?'

Year 3

- **Unit 2**, 'Communities: What does it mean to be British?'

Year 4

- **Unit 2**, 'Communities: How are we all different?'

Year 5

- **Unit 2**, 'Communities: How can we ensure fairness and respect for women and girls?'

Year 6

- **Unit 2**, 'Communities: How can we show respect to people of different races and cultures?'

Thread, 'Relationships'

Year 1

- **Unit 3**, 'Healthy relationships: Who's in my family?'
- **Unit 4**, 'Healthy relationships: What makes a good friend?'
- **Unit 5**, 'Power in relationships: When do I feel safe?'

Year 2

- **Unit 3**, 'Healthy relationships: What does a family look like?'
- **Unit 4**, 'Power in relationships: Should I keep secrets?'
- **Unit 10**, 'Healthy relationships: How can we stop bullying?'

Year 3

- **Unit 3**, 'Healthy relationships: How can I help my family?'
- **Unit 4**, 'Healthy relationships: Are friendships ever perfect?'
- **Unit 5**, 'Power in relationships: Who does my body belong to?'

Year 4

- **Unit 3**, 'Healthy relationships: Do all families look the same?'
- **Unit 4**, 'Healthy relationships: Are all friends the same?'
- **Unit 5**, 'Power in relationships: What does a healthy relationship feel like?'

Year 5

- **Unit 3**, 'Healthy relationships: Is there such a thing as a perfect family?'
- **Unit 4**, 'Healthy relationships: How can I be a great friend?'
- **Unit 5**, 'Power in relationships: How do I get help if I don't feel safe?'

Year 6

- **Unit 3**, 'Healthy relationships: How can we live in harmony?'
- **Unit 4**, 'Healthy relationships: How can we have healthy boundaries?'
- **Unit 5**, 'Power in relationships: What are my boundaries?'

Thread, 'Online safety'

Year 1

- **Unit 6**, 'Media influence: How do I decide what to do online?'
- **Unit 7**, 'Our online lives: What should I do if I feel unsafe online?'

Year 2

- **Unit 5**, 'Media influence: Is everything I see online true?'
- **Unit 6**, 'Our online lives: Who should I talk to online?'

Year 3

- **Unit 6**, 'Media influence: How do I keep myself safe online?'
- **Unit 7**, 'Our online lives: How can I be kind and happy online?'

Year 4

- **Unit 6**, 'Media influence: What is fake news?'
- **Unit 7**, 'Our online lives: How do I decide who to trust online?'

Year 5

- **Unit 6**, 'Media influence: Who decides what I experience in the online world?'
- **Unit 7**, 'Our online lives: How do I thrive online?'

Year 6

- **Unit 6**, 'Media influence: How do I decide what is true online?'
- **Unit 7**, 'Our online lives: What should I share online?'

Thread, 'Wellbeing'

Year 1

- **Unit 1**, 'Emotions: How do I feel today?'
- **Unit 8**, 'Physical health: How can I look after my body?'
- **Unit 9**, 'Staying safe and healthy: How can I look after my body?'

Year 2

- **Unit 1**, 'Emotions: What helps me to be happy?'
- **Unit 7**, 'Physical health: How do I eat a balanced diet?'
- **Unit 8**, 'Risky substances: How do I stay safe at home?'
- **Unit 9**, 'Staying safe and healthy: How can I take responsibility for my health?'

Year 3

- **Unit 1**, 'Emotions: How can I manage my emotions?'
- **Unit 8**, 'Physical health: How can I get active and eat well every day?'
- **Unit 9**, 'Staying safe and healthy: How can I stay safe while out and about?'

Year 4

- **Unit 1**, 'Emotions: How can we add to our emotions toolkit?'
- **Unit 8**, 'Physical health: What makes a balanced lifestyle?'
- **Unit 9**, 'Staying safe and healthy: How do I avoid getting ill?'

Year 5

- **Unit 1**, 'Emotions: How can we manage challenges?'
- **Unit 8**, 'Physical health: Is it hard to be healthy?'
- **Unit 9**, 'Risky substances: Why do people get addicted?'
- **Unit 10**, 'Staying safe and healthy: How can I avoid harm?'

Year 6

- **Unit 1**, 'Emotions: How can we manage our emotions through periods of change?'
- **Unit 8**, 'Physical health: How do I plan a healthy week?'
- **Unit 9**, 'Risky substances: Why do people use alcohol and drugs?'
- **Unit 10**, 'Staying safe and healthy: How can I save a life?'

Thread, '**Growing up**'

Year 4

- **Unit 10**, 'Puberty: How will I change as I grow up?'

Year 6

- **Unit 11**, 'Puberty: What happens during adolescence?'



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