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END POINTS	Year 3	Year 4	Year 5	Year 6
Relationships <i>Pupils should be taught:</i> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Share their opinions on things that matter to them with one other person/class. To offer constructive support/feedback to others. Children communicate their feelings to others, to recognise how others show feelings and how to respond. Children can respond appropriately to a range of feelings in others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help.	They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can recognise and discuss the importance of relationships to marriage, parenthood and family life. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can identify and respect differences and similarities between people.	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Children will identify differences between male and female. Identify how people change and grow and what makes us special. They will explore and discuss different types of relationships.	Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). Children will be able to identify the emotional and physical changes that take place during puberty.

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Living in the Wider World. <i>Pupils should be taught:</i> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise.	Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving). Children understand what being part of a community means, and about local and national intuitions that support communities. Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK). Children understand they belong to various groups and communities (family, school, faith). Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their	Children understand there are a wide range of jobs and challenge gender stereotypes about careers. Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices). Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices. They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and	Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer). Develop an understanding of the concepts of interest, loan, debt and tax (VAT). Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Chn will appreciate the need for personal safety They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them.	Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise' and skills that make someone enterprising. Children can explore and critique how the media present information.

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Health and Wellbeing <i>Pupils should be taught:</i> 9. what is meant by a healthy lifestyle 10. how to maintain physical, mental and emotional health and wellbeing 11. how to manage risks to physical and emotional health and wellbeing 12. ways of keeping physically and emotionally safe 13. about managing change, including puberty, transition and loss 14. how to make informed choices about health and wellbeing and to recognise sources of help with this 15. how to respond in an emergency 16. to identify different influences on wellbeing 17.	Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). Children know school rules about health and safety, basic emergency aid procedures, where and how to get help. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).	They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).	Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones). They can talk about the importance of protecting personal information (passwords/images). They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread. Recognise when and how to ask for help (incl. outside organisations).	Pupils can explain how their body will change as they approach and move into puberty. They can talk about human reproduction including conception (and that this can be prevented). They can identify positive ways to face new challenges (for example the transition to secondary school). They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce). They recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them. They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people.

