

Health and Wellbeing Programme of Study

3D PSHE and Citizenship Core 1

Key: Blue = key objective, Pink = 'aspects of' objective

Objective Code	Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GW1	To know the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation	C1U1L2 C1U1L3 C1U3L1	C1U1L1 C1U1L4	C1U1L1 C1U1L2 C1U1L4 C1U3L2	C1U1L5	C1U1L1	C1U1L7
GW2	To know the importance of promoting general wellbeing and physical health		C1U1L1 C1U1L5 C1U3L4	C1U1L1 C1U1L3 C1U1L2 C1U5L3	C1U1L5 C1U1L6 C1U5L4	C1U1L6 C1U1L1	
GW3	To know the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition	C1U4L2 C1U4L4 C1U4L3	C1U4L1 C1U4L5	C1U4L1 C1U4L2	C1U1L5 C1U4L3 C1U4L4		RSE L1
GW4	To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings	C1U4L2 C1U4L3 C1U4L4	C1U4L1 C1U4L5	C1U4L2 C1U4L1	C1U1L6 C1U4L3 C1U4L4 C1U4L5	C1U4L1 C1U4L2	C1U3L1
GW5	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	C1U4L3	C1U4L6		C1U1L5 C1U4L4 C1U4L5		

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GW6	To know that isolation and loneliness can affect children, and the benefits of seeking support		C1U4L7 C1U4L5		C1U4L5		
GW7	To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others		C1U4L6				
GW8	To know that change and loss including bereavement can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently		C1U4L5	C1U4L1	C1U4L3	C1U4L2	
GW9	To know where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		C1U4L1 C1U4L7		C1U1L6	C1U1L1 C1U1L4	C1U1L5 RSE L1
GW10	To know that it is common to experience mental health problems and early support can help		C1U4L6			C1U1L4 C1U1L1	C1U1L5

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WO1	To know that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet	Safe Zone Y1 L4	Safe Zone Y2 L1			Safe Zone Y5 L3	
WO2	To know that online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection	Safe Zone Y1 L2	Safe Zone Y2 L2	Safe Zone Y3 L2.1	Safe Zone Y4 L4	Safe Zone Y5 L6	Safe Zone Y6 L1
WO3	To know the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing			Safe Zone Y3 L4	Safe Zone Y4 L2	Safe Zone Y5 L4	Safe Zone Y6 L4
WO4	To know how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online		Safe Zone Y2 L4	Safe Zone Y3 L2.2	Safe Zone Y4 L1		Safe Zone Y6 L2
WO5	To know why social media, some apps, computer games and online gaming, including gambling sites, are age restricted			Safe Zone Y3 L4			Safe Zone Y6 L4

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WO6	To understand the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive				Safe Zone Y4 L3	CITU3L6	
WO7	To know how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them		Safe Zone Y2 L1 Safe Zone Y2 L5	Safe Zone Y3 L3 Safe Zone Y3 L2	Safe Zone Y4 L3	Safe Zone Y5 L2 Safe Zone Y5 L3	Safe Zone Y6 L1 Safe Zone Y6 L4
WO8	To know that abuse, bullying and harassment can take place online and that this can impact wellbeing To know how to seek support from trusted adults	Safe Zone Y1 L2	Safe Zone Y2 L4		Safe Zone Y4 L1	Safe Zone Y5 L6	Safe Zone Y6 L2 Safe Zone Y6 L3
WO9	To know how to understand the information they find online, including from search engines, and know how information is selected and targeted	Safe Zone Y1 L3	Safe Zone Y2 L5		Safe Zone Y4 L3	Safe Zone Y5 L3 Safe Zone Y5 L5	Safe Zone Y6 L1 Safe Zone Y6 L4

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WO10	To know that people have rights in relation to sharing personal data, privacy and consent	Safe Zone Y1 L4	Safe Zone Y2 L2 Safe Zone Y2 L3 Safe Zone Y2 L7	Safe Zone Y3 L3 Safe Zone Y3 L5 Safe Zone Y3 L6 Safe Zone Y3 L1			
WO11	To know where and how to report concerns and get support with issues online	Safe Zone Y1 L2 Safe Zone Y1 L4	Safe Zone Y2 L3 Safe Zone Y2 L4	Safe Zone Y3 L2.1			
PH1	To know the characteristics and mental and physical benefits of an active lifestyle	C1U1L3 C1U1L2	C1U1L1	C1U1L1 C1U1L2 C1U1L3	C1U1L5 C1U1L6	C1U1L4 C1U1L6	C1U1L5

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PH2	To know the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity	C1U1L2 C1U1L3		C1U1L2 C1U1L3			
PH3	To know the risks associated with an inactive lifestyle, including obesity		C1U1L1	C1U1L2			
PH4	To know how and when to seek support including which adults to speak to in school if they are worried about their health			C1U5L3	C1U1L6	C1U1L4 C1U1L6	C1U1L2 C1U1L5
HE1	To know what constitutes a healthy diet (including understanding calories and other nutritional content)	C1U2L2 C1U2L1	C1U2L3 C1U2L4	C1U2L1 C1U2L2	C1U2L3 C1U2L4	C1U2L1 C1U2L2 C1U2L3	
HE2	To understanding the importance of a healthy relationship with food	C1U2L1 C1U2L2	C1U2L3 C1U2L4			C1U2L3 C1U2L1 C1U2L2	

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HE3	To know the principles of planning and preparing a range of healthy meals	CIU2L2	CIU2L4 CIU2L3	CIU2L1 CIU1L3	CIU2L4 CIU2L3		CIU2L4 CIU2L5
HE4	To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)		CIU3L3 CIU2L4	CIU1L3		CIU2L3	
DATV1	To know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches		CIU5L3		CIU5L5	CIU5L6 CIU5L8	CIU5L7 CIU5L9
HPP1	To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body			CIU5L3			CIU1L2
HPP2	To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	CIU5L1		CIU5L1			

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HPP3	<ul style="list-style-type: none"> To know the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom To know the impact of poor sleep on weight, mood and ability to learn 		C1U1L4	C1U1L4			C1U1L7
HPP4	<ul style="list-style-type: none"> To know about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist 	C1U3L1 C1U3L2					
HPP5	<ul style="list-style-type: none"> To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 	C1U3L5	C1U3L4 C1U1L5	C1U3L2			C1U3L2
HPP6	<ul style="list-style-type: none"> To know the facts and scientific evidence relating to vaccination and immunisation 		C1U1L5				C1U1L3
PS1	<ul style="list-style-type: none"> To know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 	C1U5L2	C1U5L4 C1U5L3 C1U5L5	C1U5L2	C1U5L5	C1U5L1 C1U5L2	C1U5L3

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PS2	To know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code	C1U5L2		C1U5L2		C1U5L2	C1U5L3
FA1	To know how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them		C1U5L5			C1U5L4	C1U5L5
FA2	To know the concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries				C1U5L4	C1U5L4	C1U5L5
DB1	To know about growth and other ways the body can change and develop, particularly during adolescence	C1U3L6 C1U3L8		C1U3L1	C1U3L3 C1U3L4		C1U3L1 C1U3L3 RSE L2
DB2	To know the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples		C1U3L7		C1U3L4		C1U3L1 C1U3L3 RSE L2
DB3	To know the facts about the menstrual cycle, including physical and emotional changes				C1U3L4		C1U3L3 C1U3L1 RSE L2