

# 'Healthy Living'

PSHE & RSE Progression across our school



Relationships	EYFS		Y1/2	Y3/4	Y5/6
<b>Families and friendships</b>	<p><b>FS1</b></p> <p>To know what is meant by the word family</p> <p>To know the members of the family they live with</p> <p>To know some key events they celebrate as a family</p> <p>To show positive attitudes towards differences between people</p> <p>To extend and elaborate play ideas with other children</p> <p>To talk with others to solve problems during play</p> <p>To show confidence around others</p>	<p><b>FS2</b></p> <p>To know that families can be different</p> <p>To be able to share and take turns</p> <p>To be able to wait and cooperate with friends/peers in play</p> <p>To know that helping others is a good and kind thing to do</p> <p>To negotiate with peers when problems occur</p>	<p><b>What is a family?</b></p> <ul style="list-style-type: none"> <li>To understand there are several people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>To understand the role these different people, play in children's lives and how they care for them</li> <li>To understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p><b>What is a friend?</b></p> <ul style="list-style-type: none"> <li>To consider how to be a good friend, e.g. kindness, listening, honest</li> <li>To think about different ways that people meet and make friends</li> <li>To develop strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>To understand what can cause arguments between friends and how to positively resolve arguments</li> <li>To recognise when they need support with friends, and to ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p><b>Are all families the same?</b></p> <ul style="list-style-type: none"> <li>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>To know that being part of a family should provide support, stability and love</li> <li>To know about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>To identify different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>To identify if/when something in a family might make someone upset or worried</li> <li>To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> <p><b>What are healthy friendships?</b></p> <ul style="list-style-type: none"> <li>To identify the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>To learn some strategies to build positive friendships</li> <li>To know how to seek support with relationships if they feel lonely or excluded</li> <li>To understand how to communicate respectfully with friends when using digital devices</li> <li>To understand that knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>To know what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><b>Is trust important?</b></p> <ul style="list-style-type: none"> <li>To know what makes a healthy friendship and how they make people feel included</li> <li>To know strategies to help someone feel included</li> <li>To understand about peer influence and how it can make people feel or behave</li> <li>To understand the impact of the need for peer approval in different situations, including online</li> <li>To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>To know that it is common for friendships to experience challenges</li> <li>To know some strategies to positively resolve disputes and reconcile differences in friendships</li> <li>To know that friendships can change over time and the benefits of having new and different types of friends</li> </ul> <p><b>What is commitment?</b></p> <ul style="list-style-type: none"> <li>To know what it means to be attracted to someone and different kinds of loving relationships</li> <li>To understand that people who love each other can be of any gender, ethnicity or faith</li> <li>To understand the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>To know about the qualities of healthy relationships that help individuals flourish</li> <li>To know some ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>To know that people have the right to choose whom they marry or whether to get married</li> <li>To know that to force anyone into marriage is illegal</li> <li>To understand how and where to report</li> </ul>

					forced marriage or ask for help if they are worried
<b>Safe relationships</b>	<p>To understand their body belongs to them</p> <p>To ask for help when they find something difficult</p>	<p>To understand there are some areas of the body that are private and what this means</p> <p>To know what to do if someone makes them feel uncomfortable</p> <p>To know what to do if they feel unsafe</p>	<p><b><u>Is it ok to hug others?</u></b></p> <ul style="list-style-type: none"> <li>To think about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>To know what it means to keep something private, including parts of the body that are private</li> <li>To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>To understand how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>To know how to ask for and give/not give permission</li> </ul> <p><b><u>Is it ok to have secrets?</u></b></p> <ul style="list-style-type: none"> <li>To recognise hurtful behaviour, including online and know what to do/ who to tell if they see or experience hurtful behaviour, including online</li> <li>To know what bullying is and different types of bullying</li> <li>To understand how someone may feel if they are being bullied</li> <li>To understand the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>To understand what 'pressure' is and know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p><b><u>What are personal boundaries?</u></b></p> <ul style="list-style-type: none"> <li>To know what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>To understand what privacy and personal boundaries are, including online</li> <li>To learn basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>To recognise that bullying and hurtful behaviour is unacceptable in any situation</li> <li>To understand the effects and consequences of bullying for the people involved</li> <li>To recognise that bullying can happen online, and the similarities and differences to face-to-face bullying</li> <li>To know what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> <p><b><u>What is peer pressure?</u></b></p> <ul style="list-style-type: none"> <li>To be able to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>To know how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>To know how to manage pressures associated with dares</li> <li>To know when it is right to keep or break a confidence or share a secret</li> <li>To know how to recognise risks online such as harmful content or contact</li> <li>To understand how people may behave differently online including pretending to be someone they are not</li> </ul>	<p><b><u>How do I manage risks?</u></b></p> <ul style="list-style-type: none"> <li>To compare the features of a healthy and unhealthy friendship</li> <li>To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>To know some strategies to respond to pressure from friends including online</li> <li>To understand how to assess the risk of different online 'challenges' and 'dares'</li> <li>To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>To know how to get advice and report concerns about personal safety, including online</li> <li>To know what consent means and how to seek and give/not give permission in different situations</li> </ul> <p><b><u>How do people share their views?</u></b></p> <ul style="list-style-type: none"> <li>To understand the link between values and behaviour and how to be a positive role model</li> <li>To know how to discuss issues respectfully</li> <li>To know how to listen to and respect other points of view</li> <li>To consider ways to constructively challenge points of view they disagree with</li> <li>To consider ways to participate effectively in discussions online and manage conflict or disagreements</li> <li>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>

				<ul style="list-style-type: none"> <li>To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	
<b>Respecting ourselves and others</b>	<p>To respond to other children during play</p> <p>To follow the rules of the setting with more confidence</p> <p>To begin to understand how others may feel</p> <p>To know people like/dislike different things (Stories, games, events)</p>	<p>To be able to explain right from wrong</p> <p>To understand and follow the rules of the school</p> <p>To show kindness and consideration to others</p> <p>To show consideration for others needs, wants, likes and dislikes</p> <p>To listen to the ideas of others and share their own ideas</p>	<p><b><u>What is respect?</u></b></p> <ul style="list-style-type: none"> <li>To know what kind and unkind behaviour means in and out school and how this links to respectful behaviour</li> <li>To think about how kind and unkind behaviour can make people feel</li> <li>To consider how to treat someone with respect and what this means</li> <li>To understand why we need rules, need to be polite and need to share/take turns</li> <li>To understand that rules help us to be respectful</li> </ul> <p><b><u>How can I be a good friend?</u></b></p> <ul style="list-style-type: none"> <li>To learn about the things they have in common with their friends, classmates, and other people</li> <li>To know friends can have both similarities and differences</li> <li>To play and work cooperatively in different groups and situations</li> <li>To share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><b><u>How do we show respect?</u></b></p> <ul style="list-style-type: none"> <li>To recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>To know how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>To understand the importance of self-respect and their right to be treated respectfully by others</li> <li>To know what it means to treat others, and be treated, politely</li> <li>To understand ways in which people show respect and courtesy in different cultures and in wider society</li> <li>To recognise disrespectful behaviour and understand the consequences of this</li> </ul> <p><b><u>How do we show acceptance?</u></b></p> <ul style="list-style-type: none"> <li>To recognise differences between people such as gender, race, faith</li> <li>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>To understand the importance of respecting the differences and similarities between people</li> <li>To develop a vocabulary to sensitively discuss difference and include everyone</li> <li>To consider how we can accept others and what the consequences could be of not accepting.</li> </ul>	<p><b><u>Why is respect important?</u></b></p> <ul style="list-style-type: none"> <li>To recognise that everyone should be treated equally</li> <li>To know the importance of listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>To understand the impact of discrimination on individuals, groups and wider society</li> <li>To know ways to safely challenge discrimination</li> <li>To know how to report discrimination online</li> </ul> <p><b><u>How do people share their views?</u></b></p> <ul style="list-style-type: none"> <li>To understand the link between values and behaviour and how to be a positive role model</li> <li>To know how to discuss issues respectfully</li> <li>To know how to listen to and respect other points of view</li> <li>To consider ways to constructively challenge points of view they disagree with</li> <li>To consider ways to participate effectively in discussions online and manage conflict or disagreements</li> <li>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>
<b>Living in the wider world</b>			Y1/2	Y3/4	Y5/6
<b>Belonging to a community</b>	<p>To know there are lots of different occupations they could do when they are older</p> <p>To know there are different people in the</p>	<p>To know they belong to the community of Leverton Academy</p> <p>To know that people can have different faiths/beliefs</p>	<p><b><u>How do we show we care?</u></b></p> <ul style="list-style-type: none"> <li>To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>To know that different people have different needs</li> <li>To understand why it is important to care about others</li> <li>To know how to show care for</li> </ul>	<p><b><u>What are rights and responsibilities?</u></b></p> <ul style="list-style-type: none"> <li>To understand the reasons for rules and laws in wider society</li> <li>To understand the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>To know what human rights are and how they protect people</li> </ul>	<p><b><u>Why is the environment important?</u></b></p> <ul style="list-style-type: none"> <li>To understand how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>To consider the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>To show compassion for the environment, animals and other living things</li> <li>To understand the way that money is spent and how it affects the environment</li> </ul>

	<p>community that are there to help us</p> <p>To understand they belong to the squirrels group and to say which class they are in</p>	<p>To know about key members of our local community. I.e. shopkeeper, mechanic, PCSO, post person, hairdresser, doctors, nurses, firefighters</p> <p>To know what these key members of our community do</p>	<p>people, animals and other living things in different ways</p> <ul style="list-style-type: none"> <li>To understand why it is important to care for the environment</li> <li>To know how they can look after the environment, e.g. recycling</li> </ul> <p><b><u>Where do I belong?</u></b></p> <ul style="list-style-type: none"> <li>To know you can be part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>To think about the different rights and responsibilities they have in school and the wider community</li> <li>To know that a community can help people from different groups to feel included</li> <li>To recognise ways in which they are the same and different to others in their community</li> </ul>	<ul style="list-style-type: none"> <li>To identify basic examples of human rights including the rights of children</li> <li>To know how they have rights and also responsibilities</li> <li>To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p><b><u>What is a community?</u></b></p> <ul style="list-style-type: none"> <li>To understand the meaning and benefits of living in a community</li> <li>To recognise that they belong to different communities as well as the school community</li> <li>To know about the different groups that make up and contribute to a community</li> <li>To know about the individuals and groups that help the local community, including through volunteering and work</li> <li>To know how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>To express their own opinions about their responsibility towards the environment</li> </ul> <p><b><u>What is equality?</u></b></p> <ul style="list-style-type: none"> <li>To understand what prejudice means</li> <li>To differentiate between prejudice and discrimination</li> <li>To know how to recognise acts of discrimination</li> <li>To know strategies to safely respond to and challenge discrimination</li> <li>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>To consider how stereotypes are perpetuated and how to challenge this</li> </ul>
<p><b>Media literacy and Digital resilience</b></p>	<p>To know how to tell an adult if they see something they don't like when using a device</p>	<p>To know how technology helps us live our lives (e.g. traffic lights, washing machine)</p> <p>To know that too much screen time is not good for us</p> <p>To know that they must tell an adult if they see something on a device that upsets them</p> <p>To know that there are some things on devices that are not appropriate for young children</p>	<p><b><u>What is the internet?</u></b></p> <ul style="list-style-type: none"> <li>To know how and why people use the internet</li> <li>To understand the benefits of using the internet and digital devices</li> <li>To know how and why people find things out</li> <li>To think about how to communicate safely with others online</li> </ul> <p><b><u>Is technology a good thing?</u></b></p> <ul style="list-style-type: none"> <li>To know the different ways in which people can access the internet e.g. phones, tablets, computers</li> <li>To recognise the purpose and value of the internet in everyday life</li> <li>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>To know that information online might not always be true</li> </ul>	<p><b><u>How can we use technology responsibly?</u></b></p> <ul style="list-style-type: none"> <li>To know how the internet can be used positively for leisure, for school and for work</li> <li>To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>To develop strategies to recognise whether something they see online is true or accurate</li> <li>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>To make safe, reliable choices from search results</li> <li>To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <p><b><u>What are the risks with technology?</u></b></p> <ul style="list-style-type: none"> <li>To know that everything shared online has a digital footprint</li> <li>To understand that organisations can use</li> </ul>	<p><b><u>Is everything we see and hear true?</u></b></p> <ul style="list-style-type: none"> <li>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>To know that some media and online content promote stereotypes</li> <li>To learn how to assess which search results are more reliable than others</li> <li>To recognise unsafe or suspicious content online</li> <li>To know how devices store and share information</li> <li>To understand the reasons why some media and online content is not appropriate for children</li> <li>To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>To know why people choose to communicate through social media and some of the risks and challenges of doing so</li> </ul> <p><b><u>How do I know what is ok to share?</u></b></p> <ul style="list-style-type: none"> <li>To know about the benefits of safe internet use e.g. learning, connecting and</li> </ul>

				<p>personal information to encourage people to buy things</p> <ul style="list-style-type: none"> <li>To recognise what online adverts look like and how they are designed to encourage people to spend money</li> <li>To compare content shared for factual purposes and for advertising</li> <li>To consider why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>To understand that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p>communicating</p> <ul style="list-style-type: none"> <li>To know how and why images online might be manipulated, altered, or faked</li> <li>To recognise when images might have been altered</li> <li>To know that social media sites have age restrictions and regulations for use</li> <li>To know about sharing things online, including rules and laws relating to this</li> <li>To recognise what is appropriate to share online</li> <li>To know how to report inappropriate online content or contact</li> <li>to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>To know how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>To understand the different age rating systems for social media, T.V, films, games and online gaming</li> <li>To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> </ul>
<p><b>Money and Work</b></p>	<p>To know there are lots of different occupations they could do when they are older</p> <p>To know there are different people in the community that are there to help us</p>	<p>To know about key members of our local community. I.e. shopkeeper, mechanic, PCSO, post person, hairdresser, doctors, nurses, firefighters</p> <p>To know what these key members of our community do</p>	<p><b><u>What is a job?</u></b></p> <ul style="list-style-type: none"> <li>To know that everyone has different strengths, in and out of school</li> <li>To learn about how different strengths and interests are needed to do different jobs</li> <li>To learn about people whose job it is to help us in the community</li> <li>To know about different jobs and the work people do</li> </ul> <p><b><u>Do we need money?</u></b></p> <ul style="list-style-type: none"> <li>To understand money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>To think about how money can be received, kept and looked after</li> <li>To know that people are paid money for the job they do</li> <li>To consider what it means to volunteer</li> <li>To recognise the difference between needs</li> </ul>	<p><b><u>Why are jobs important?</u></b></p> <ul style="list-style-type: none"> <li>To consider the range of jobs that people may have from different sectors e.g. teachers, business people, charity work, construction, beauty etc.</li> <li>To understand that people can have more than one job at once or over their lifetime</li> <li>To identify common myths and gender stereotypes related to work</li> <li>To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>To know about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>To recognise their interests, skills and achievements and how these might link to future jobs</li> <li>To set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul> <p><b><u>How do we use money?</u></b></p>	<p><b><u>What are my hopes and aspirations?</u></b></p> <ul style="list-style-type: none"> <li>To identify jobs that they might like to do in the future</li> <li>To understand the role ambition can play in achieving a future career</li> <li>To know how or why someone might choose a certain career</li> <li>To understand what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>To know the importance of diversity and inclusion to promote people's career opportunities</li> <li>To understand about stereotyping in the workplace, its impact and how to challenge it</li> </ul> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p> <p><b><u>Why is it important to manage money</u></b></p>

			<p>and wants</p> <ul style="list-style-type: none"> <li>To consider how people make choices about spending money. (Wants &amp; needs)</li> </ul>	<ul style="list-style-type: none"> <li>To consider the difference between spending for pleasure and spending for necessity</li> <li>To know how people make different spending decisions based on their budget, values and needs</li> <li>To know how to keep track of money and why it is important to know how much is being spent</li> <li>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p><b>carefully?</b></p> <ul style="list-style-type: none"> <li>To understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>To understand the value for money and how to judge if something is value for money</li> <li>To know how companies, encourage customers to buy things and why it is important to be critical consumer</li> <li>To know how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>To understand the common risks associated with money, including debt, fraud and gambling</li> <li>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>To know how to get help if they are concerned about gambling or other financial risks</li> </ul>
<b>Health and wellbeing</b>			Y1/2	Y3/4	Y5/6
<b>Physical health and Mental wellbeing</b>	<p>To tell someone when they are hungry, tired and need the toilet</p> <p>To talk about how they keep clean</p> <p>To talk about the food they eat</p> <p>To show some independence in getting dressed and undressed</p> <p>To show some independence in managing own care needs. E.g. brushing teeth, washing hands, using toilet</p> <p>To know which food and drink</p>	<p>To know it is important to look after our bodies</p> <p>To know how to look after our bodies (use toilet, blow nose, wash hands, keep clean</p> <p>To know there are healthy and unhealthy foods</p> <p>To know that we need to brush our teeth regularly</p> <p>To know why it is important to look after our teeth</p>	<p><b><u>How can I be healthy?</u></b></p> <ul style="list-style-type: none"> <li>To know what it means to be healthy and why it is important</li> <li>To think of ways to take care of themselves on a daily basis</li> <li>To understand the importance of basic hygiene routines, e.g. handwashing</li> <li>To know about healthy and unhealthy foods, including the impact of sugar intake</li> <li>To know about physical activity and how it keeps people healthy</li> <li>To compare different types of play, including balancing indoor, outdoor and screen-based play</li> <li>To think about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>To have an awareness of how to keep safe in the sun</li> </ul> <p><b><u>How can I feel good?</u></b></p> <ul style="list-style-type: none"> <li>To understand good routines and habits for maintaining good physical and mental health</li> <li>To know why sleep and rest are important for growing and keeping healthy</li> <li>To understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>To understand the importance of, and routines for, brushing teeth and visiting the</li> </ul>	<p><b><u>What is a healthy lifestyle?</u></b></p> <ul style="list-style-type: none"> <li>To consider the choices that people make in daily life that could affect their health</li> <li>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>To know what can help people to make healthy choices and what might negatively influence them</li> <li>To understand about habits and that sometimes they can be maintained, changed or stopped</li> <li>To know about the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>To understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>To understand that there are things that affect feelings both positively and negatively</li> <li>To identify a range of feelings</li> <li>To know that people express feelings in different ways e.g. words, actions, body language</li> <li>To recognise how feelings can change over</li> </ul>	<p><b><u>Why is mental health important?</u></b></p> <ul style="list-style-type: none"> <li>To know how sleep contributes to a healthy lifestyle</li> <li>To know some healthy sleep strategies and how to maintain them</li> <li>To understand the benefits of being outdoors and in the sun for physical and mental health</li> <li>To know how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>To know how medicines can contribute to health and how allergies can be managed</li> <li>To know that some diseases can be prevented by vaccinations and immunisations</li> <li>To understand that bacteria and viruses can affect health</li> <li>To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>To know that mental health is just as important as physical health and that both need looking after</li> <li>To know how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>To know what to do and whom to tell if they</li> </ul>

	would be healthy		<p>dentist</p> <ul style="list-style-type: none"> <li>To know how food and drink can affect dental health</li> <li>To describe and share a range of feelings</li> <li>To think of ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>To think about how to manage big feelings including those associated with change, loss and bereavement</li> <li>To know when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>time and become more or less powerful</p> <p><b><u>How can we manage our own health and hygiene?</u></b></p> <ul style="list-style-type: none"> <li>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>To know what good physical health means and how to recognise early signs of physical illness</li> <li>To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>To understand that hygiene is about keeping clean and the consequences of not keeping clean</li> <li>To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>are frightened or worried about something they have seen online</p> <ul style="list-style-type: none"> <li>To know strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> </ul> <p><b><u>What can affect our mental health and wellbeing?</u></b></p> <ul style="list-style-type: none"> <li>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>To know some positive strategies for managing feelings</li> <li>To know that there are situations when someone may experience mixed or conflicting feelings</li> <li>To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>To identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>To understand the importance of asking for support from a trusted adult</li> <li>To know about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>To understand that changes can mean people experience feelings of loss or grief</li> <li>To know about the process of grieving and how grief can be expressed</li> </ul>
<b>Growing and changing</b>	<p>To know their birthday celebrates the day they were born</p> <p>To know that everyone was once a baby</p> <p>To talk about their feelings and use words to name these</p>	<p>To know humans change from baby to adult</p> <p>To be able to express their emotions and feelings through talk</p> <p>To be able to change their behaviour according to the</p>	<p><b><u>Do I always feel good?</u></b></p> <ul style="list-style-type: none"> <li>To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>To know who to tell when finding things difficult, or when things go wrong</li> <li>To recognise and name different kinds of feelings</li> <li>To recognise feelings in themselves and others</li> <li>To know how feelings can affect how people behave</li> </ul> <p><b><u>How do I grow and change?</u></b></p>	<p><b><u>What is resilience?</u></b></p> <ul style="list-style-type: none"> <li>To know that everyone is an individual and has unique and valuable contributions to make</li> <li>To recognise how strengths and interests form part of a person's identity</li> <li>To be able to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>To recognise common challenges to self-worth e.g. finding school work difficult, friendship issue</li> <li>To know some basic strategies to manage</li> </ul>	<p><b><u>What is my identity?</u></b></p> <ul style="list-style-type: none"> <li>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>To know that for some people their gender identity does not correspond with their biological sex</li> <li>To know how to recognise, respect and express their individuality and personal qualities</li> <li>To know ways to boost their mood and improve emotional wellbeing</li> <li>To understand the link between</li> </ul>

	<p>(happy, sad, angry, worried)</p> <p>To begin to understand how others may feel</p>	<p>situation</p> <p>To show patience in a range of situations</p>	<ul style="list-style-type: none"> <li>To understand about the human life cycle and how people grow from young to old</li> <li>To think about how our needs and bodies change as we grow up</li> <li>To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</li> <li>To describe how people change as they grow up, including new opportunities and responsibilities</li> </ul>	<p>and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>To have an awareness of personal identity and what contributes to it, including race, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>To know how to recognise, respect and express their individuality and personal qualities</li> <li>To have ways to boost their mood and improve emotional wellbeing</li> <li>To about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p>participating in interests, hobbies and community groups and mental wellbeing</p> <ul style="list-style-type: none"> <li>To recognise some of the changes as they grow up e.g. increasing independence</li> <li>To understand what being more independent might be like, including how it may feel</li> </ul> <p><b>What is transition?</b></p> <ul style="list-style-type: none"> <li>To know about the transition to secondary school and how this may affect their feelings</li> <li>To understand how relationships may change as they grow up or move to secondary school</li> <li>To know some practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>To consider the main differences between primary and secondary school</li> <li>To understand the expectations of the link school such as behaviour, uniform, homework.</li> </ul> <p><b>Y5 Puberty</b></p> <ul style="list-style-type: none"> <li>To be able to identify the external genitalia and reproductive organs</li> <li>To understand the emotional and physical changes that happen during puberty</li> <li>To know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>To know strategies to manage changes during puberty including menstruation</li> <li>To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>To know how to discuss the challenges of puberty with a trusted adult</li> <li>To know how to get information, help and advice about puberty</li> </ul> <p><b>Y6 Sex education</b></p> <p><i>(Parents have the right to withdraw their children from this aspect of our curriculum)</i></p> <ul style="list-style-type: none"> <li>To identify the links between love, committed relationships and</li> </ul>
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					<p>conception</p> <ul style="list-style-type: none"> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• To know that pregnancy can be prevented with contraception</li> <li>• To learn about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
Keeping safe	<p>To tell someone if they don't feel safe</p> <p>To ask for help if they feel unsafe</p> <p>To know roads can be dangerous</p> <p>To know water can be dangerous</p> <p>To know climbing can be dangerous</p>	<p>To know what to do if they feel unsafe</p> <p>To identify common risks around the home</p> <p>To know what to do if they became lost</p> <p>To know ways to keep safe near water</p> <p>To know ways to keep safe near roads</p> <p>To understand how to use equipment safely</p>	<p><b><u>How do I keep safe?</u></b></p> <ul style="list-style-type: none"> <li>• To recognise risk in everyday situations, e.g. road, water and rail safety medicines</li> <li>• To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• To understand how rules can help to keep us safe</li> <li>• To know why some things, have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• To understand basic rules for keeping safe online</li> <li>• To know who to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul> <p><b><u>How do I keep safe?</u></b></p> <ul style="list-style-type: none"> <li>• To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• To think about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• To know how to respond if there is an accident and someone is hurt</li> <li>• To understand whose job it is to keep us safe and how to get help in an emergency, including</li> </ul>	<p><b><u>Can I identify risks?</u></b></p> <ul style="list-style-type: none"> <li>• To be able to identify typical hazards at home and in school</li> <li>• To be able to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• To have an awareness of fire safety at home including the need for smokealarms and what to do if they came across a fire</li> <li>• To understand the importance of following safety rules from parents and other adults</li> <li>• To understand how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul> <p><b><u>What are drugs?</u></b></p> <ul style="list-style-type: none"> <li>• To understand the importance of taking medicines correctly and using household products safely</li> <li>• To recognise what is meant by a 'drug'</li> <li>• To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• To identify some of the risks associated with drugs common to everyday life</li> <li>• To know that for some people using drugs can become a habit which is difficult to break</li> <li>• To know how to ask for help or advice</li> </ul>	<p><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>• To identify when situations are becoming risky, unsafe or an emergency</li> <li>• To identify occasions where they can help take responsibility for their own safety</li> <li>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• To know how to deal with common injuries using basic first aid techniques</li> <li>• To know how to respond in an emergency, including when and how to contact different emergency services</li> </ul> <p><b>DARE</b></p> <p>how to protect personal information online</p> <ul style="list-style-type: none"> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>