

# Mount Primary School

## PSHE

### Curriculum Design

### Long Term Plan & Progression



## PSHE Intent

At Mount Primary School, we are incredibly proud of our work on PSHE. We consider that Relationships and Sex Education is an integral part of the PSHE curriculum, and is linked to that for Science. We understand that pupils must be provided with a PSHE education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We have used the new statutory RSE & Health Education document to inform our future planning and have ensured that the objectives are delivered at age appropriate stages. In line with the National Curriculum 2014, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice. At Mount Primary School, PSHE is considered across the curriculum and is a fundamental part of the children's school experience. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

## PSHE Implementation

We have used the PSHE Association along with the new statutory RSE & Health Education document as well as The Christopher Winter Programme to create detailed long and medium term plans to ensure coverage of PSHE across the EYFS and primary phase. Our long term plan outlines a clear overview to provide the teacher and adults leading PSHE confidence in progression of skills and knowledge and that outcomes have been met. The PSHE Association have created three core themes that we have adopted. Within these, there are four subsections that our learning outcomes have been divided into:

- **Health & Well Being** (Mental well-being, health and prevention, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Basic first aid, Changes in adolescence)
- **Relationships** (Families and people who care for me, Caring relationships, Respect for relationships, Online relationships)
- **Living In The Wider World** (Shared Responsibilities & Communities, Being safe, Internet safety and harm, Communities and cultures)

Each year group has a progressive focus on these themes, revisiting and developing their knowledge and skills throughout their primary phase.

### Wider Curriculum

We believe that focusing on developing these important knowledge and skills in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. Visitors such as emergency services, local churches and the school nurse complement our PSHE curriculum to offer additional learning. We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to develop a love of learning, make excellent progress and behave as caring, respectful young people with high aspirations for their future and their world. Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school. PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

## PSHE Impact

PSHE learning is loved by teachers and pupils across school. By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem



## Statutory Coverage

N a t i o n a l C u r r i c l e m & E y f s	F2	KS1	KS2
	<p><b>Reception:</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Expresses his/ her own feelings and considers the feelings of others.</li> <li>• Is able to identify and moderate own feelings socially and emotionally.</li> <li>• Manage their own needs – personal hygiene.</li> <li>• Know and talk about different factors that support their overall health and wellbeing – regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, a good sleep routine and being a safe pedestrian.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Sees himself/ herself as a valuable individual.</li> <li>• Shows resilience and perseverance in the face of a challenge.</li> <li>• Manages his/ her own needs around personal hygiene.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Builds constructive and respectful relationships.</li> <li>• Thinks about the perspective of others.</li> </ul> <p><b>ELG:</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>		<p>Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.</p> <p>Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, and Health Education across both key stages.</p> <p>The Programme of Study is set out into three core themes:</p> <ol style="list-style-type: none"> <li>1. Health &amp; Wellbeing</li> <li>2. Relationships</li> <li>3. Living In The Wider World</li> </ol> <p>PSHE education addresses both pupils’ current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.</p>

## Progression Map

	Key Concept - Subject Specific Vocabulary						
	F2	Y1	Y2	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
<b>Families and people who care for me</b> <b>Caring relationships</b>	family, friend, teacher, kind, celebration, celebrate	love, care, caring, respectful, helpful, listening, good manners, security, safe, protection, danger, harm, stability, rules, secure, safe kind words kind hands kind feet, friendly, games, activities	family, parents grandparents, step brother, step sister only child, adopted fostered, different countries, wider world respect, unique accepting, love care, features friendship, generous being yourself mutual respect, value worthwhile, kindness generous	stable, caring relationships physical health mental health, self esteem, self confidence sense of belonging mutual respect, beliefs values, ideas truthfulness trustworthiness characteristic, loyalty faithful, devoted, kindness, generosity giving, characteristic shared interests shared experiences problems, difficulties supportive, loyal, kind truthful	family relationships unhappy, unsafe help, advice healthy friendship unhealthy friendship excluded healthy friendship mutual respect welcoming, lonely	healthy family life unhealthy family life family structure committed family members supportive family members protection times of difficulty spending time sharing lives ups and downs positive experiences negative experience repaired strengthened violence	formal legal marriage civil partnership trust consistent inconsistent respectful reliable fickle disrespect unhappy uncomfortable isolation conflict opinion value advice
<b>Respect for relationships</b> <b>Online relationships</b>	good choice bad choice, rule, partner, group, different, unique	courtesy, good manners, courteous, bullying, name-calling, isolating, cyber bullying, affect, hurt feelings, bystander report, adult	differences, respect accepting differences choices, likes different ways of thinking, courtesy good manners courteous, permission-seeking sign of respect permission giving bullying, name-calling isolating, cyber bullying affect, bystander, online	respect, kindly courteously, position of authority, bullying, verbal, physical, name-calling isolating, cyber bullying impact, negative impact, negative feelings, self-confidence, insecure, bystander principle, value online relationship face-to-face, courteous mutual respect anonymous, online befriending, privacy settings, personal information, online bullying, inappropriate content	respectful relationship courtesy, peers wider community, support, improve courtesy, good manners permission-seeking sign of respect permission giving approval, bullying verbal, physical name-calling isolating, cyber bullying impact, negative feelings, self-confidence, insecure, bystander	courtesy, good manners, courteous self-respect. stereotype gender, race, unfair negative, destructive bullying, verbal physical, name-calling isolating cyber bullying. impact negative impact negative feelings self-confidence. insecure, bystander online friendship sources of information online friendship personal information search engine, accuracy	courtesy good manners courteous respect courteous good manners eye contact wider society public places permission-seeking permission giving bullying verbal physical name-calling isolating cyber bullying impact negative impact negative feelings self-confidence insecure

							bystander
<b>Being safe</b> <b>Internet safety and harm</b>	help, helpful, safe	surprise, secret, unexpectedly, hidden unhappy, upset, harm, hurt, danger personal property, appropriate touch, allowed, positive inappropriate touch unsafe, physical contact, trusted adult unsafe, bad, upset, worried, hurt, scared	internet, information screen, control, online healthy, privacy thoughts, feelings secret, personal property, appropriate touch, permission positive, inappropriate touch, negative unsafe physical contact trusted adult	boundaries personal space permission mutual respect courtesy digital context, private, privacy, physical safety personal information secret, unsafe, situation, physically, emotionally, trusted adult personal information advice, support	exclusion trolling personal information social media face-to-face, risks excessive, electronic device, inactive obese, ration rationing positive content negative content mental health physical health insecure	concern abuse trusted adult trusted family members trusted websites	social media age restricted personal information suitable, content online abuse, trolling bullying, harassment negative impact mental health negative emotions discerning, consumer ranked, online information, selected targeted, concern bullying, harassment trolling, issues online
<b>Mental well-being, health and prevention</b>	like, love, talent, problem, solve, feelings, hand washing	mental wellbeing physical health emotion, happy, sad angry, nervousness fear, surprise, calm emotion, happy nerves, fear, surprise emotion, frowning smiling, crying strong, healthy teeth, gums harmed, damaged	mental wellbeing, physical health, emotion, happy, sad angry, nervousness fear, surprise emotion, happy body language heatstroke, sunburn dehydratehat, sun cream, water, shade	mental wellbeing physical health normal daily life emotions, experiences situations, scale of emotions experiences situations, facial expressions non-verbal body language self-care, self-care techniques, mental health, wellbeing	sufficient sleep good quality sleep physically well mentally well concentrate appetite	varied emotional vocabulary judge, appropriate proportional physical exercise, stress relief, improved memory community, participation voluntary activity service based activity isolation, loneliness mental wellbeing low mood, depression anxiety, low self-confidence triggers, seeking support, mental ill health, mixed feelings conflicted feelings	early signs physical illness personal hygiene germs bacteria viruses living organisms hygiene routine antivirals antibiotics allergy allergic reaction vaccine immunisation immune vaccinations
<b>Physical health and fitness</b> <b>Healthy eating</b>	daily routine, exercise, healthy food, fruit, vegetables, healthy choice	active lifestyle, exercise healthy, heart healthy diet balanced diet protein, carbohydrates fruits, vegetables dairy, healthy fats balanced diet healthy diet poorly, energy	active lifestyle, exercise mental health and wellbeing, healthy, diet, protein, vegetables, fruit carbohydrate, dairy healthy fats, food group, harm moderation healthy meal	active lifestyle mental health and wellbeing, endorphins heart, muscles, bones energy, obesity regular exercise mental health and wellbeing physical health and wellbeing, exercise	healthy diet protein carbohydrate healthy fats fruits and vegetables moderation unhealthy vitamins minerals obesity	inactive lifestyle obesity physical health mental health healthy weight balanced diet underweight physical illness physical health	healthy diet, protein carbohydrate, dairy fats, fruits and vegetables nutritionally rich foods sodium, starches vitamins, minerals calories, nourish energy nutritional content

				daily routine, weekly routine	tooth decay		nutrition fact food label, grams milligrams percentages percentage daily value obese, obesity high excess body fat tooth decay bacteria short-term risk long-term risk distorted vision coordination altered emotions impaired judgement appetite vitamin deficiencies memory loss
<b>Drugs, alcohol and tobacco</b>  <b>Basic first aid</b> <b>Change in adolescence body</b>		family, safe cared for, rules emergency services police, fire service ambulance search and rescue dangerous situations clean, washing harmed,damaged babies, children adults, youngest oldest, grow, change differences, private parts, penis, vagina, medicine, household products, harmful, healthy, ill, doctor parents, safety,	substance,medicine spray, liquid, solid safe, unsafe hazardous substance, harmful, harm home, school safety instructions, rules, emergency, ambulance, injury conscious, unconscious differences, male female, penis, testicles vagina, womb	cigarettes, tobacco Nicotine, blood pressure, circulation fertility, passive smoking, second hand smoke, reducing exposure, Smoke Free Law, strategies, bruise, burn, scald, bleed blood vessels wet heat, dry heat Basic First Aid ice pack, emergency services emergency situation injury conscious unconscious	alcohol, legal drug permitted, law irrational uncoordinated blurred vision, blood pressure, individual unreliable, community drunk, arrested confiscate, private parts, vagina, penis testicles, physical changes emotional changes hormones, puberty	legal illegal nicotine alcohol cannabis heroin cocaine ecstasy legal consequences fine stereotype volatile substance solvents hallucinations coma peer pressure peer influence resist peer pressure assertive puberty physical changes emotional changes mood swings reproductive organ vagina uterus	legal illegal nicotine alcohol cannabis heroin cocaine ecstasy legal consequences fine stereotype volatile substance solvents hallucinations coma peer pressure peer influence resist peer pressure assertive puberty physical changes emotional changes mood swings reproductive organ vagina uterus

						ovaries fallopian tubes penis testes scrotum relationship work colleague member of the public private parts consent sanitary wear personal / private information online relationship	ovaries fallopian tubes penis testes scrotum relationship work colleague member of the public private parts consent
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**Key Concept - Families and People Who Care for Me  
/Caring Relationships**

F2	Y1	Y2	Y3	Y4	Y5/6A	Y5/6B
<p>To talk about my family.</p> <p>To talk about my friends.</p> <p>To make new friends with the help of my teachers.</p> <p>To talk about the people who care for me at home or in school.</p> <p>To talk about how to be a good friend.</p> <p>To talk about how to be kind to others.</p> <p>To talk about different cultural celebrations.</p>	<p>To know that families are important because they give love.</p> <p>To know that families are important because they give security.</p> <p>To know that families are important because they give stability.</p> <p>To know that friendships are important in making us feel happy.</p> <p>To know that friendships are important in making us feel secure.</p> <p>To know how people choose friends.</p> <p>To know how people make friends.</p>	<p>To know that other families in school sometimes look different from your own family.</p> <p>To know that other families in the wider world sometimes look different from your own family.</p> <p>To know that we should respect differences between our families.</p> <p>To know that other children's families are held together by love and care, even if they seem different to your own family.</p> <p>To know the features of friendships.</p> <p>To know what mutual respect is in a friendship.</p> <p>To know what kindness is in a friendship.</p>	<p>To know that relationships can be stable and caring.</p> <p>To know that we can have different types of stable and caring relationships.</p> <p>To know why stable and caring relationships are important for families and children.</p> <p>To know what mutual respect, truthfulness and trustworthiness are and why they are characteristics of friendships.</p> <p>To know that loyalty, kindness and generosity are and why they are characteristics of friendships.</p> <p>To know how we can share interests and experiences in friendships.</p> <p>To know how friendships can give us support with problems and difficulties.</p> <p>To know when family relationships are making me feel unhappy or unsafe.</p> <p>To know how to seek help or advice from others when family relationships are making me feel unhappy / unsafe.</p>	<p>To know that relationships can be stable and caring and give examples.</p> <p>To know that we can have different types of stable and caring relationships and give examples.</p> <p>To explain why stable and caring relationships are important for families and children.</p> <p>To know what mutual respect, truthfulness and trustworthiness are and why they are characteristics of friendships, giving examples.</p> <p>To know that loyalty, kindness and generosity are and why they are characteristics of friendships, giving examples.</p> <p>To know how we can share interests and experiences in friendships and give examples of when they have done this.</p> <p>To know how friendships can give us support with problems and difficulties and give examples of this from their own experience.</p> <p>To know when family relationships are making me feel unhappy , unsafe,</p>	<p>To know that family life can be healthy/unhealthy.</p> <p>To know that a healthy family life offers commitment, support, protection and care.</p> <p>To know that a healthy family helps each other in times of difficulty.</p> <p>To know that spending time together and sharing each other's lives is important.</p> <p>To know that friendships can have ups and downs.</p> <p>To know how ups and downs can often be worked through so that a friendship is repaired or even strengthened.</p> <p>To know that resorting to violence in friendships is never right.</p> <p>To know that marriage represents a formal and legally recognised commitment of two people to each other.</p> <p>To know how to recognise who to trust and who not to trust.</p> <p>To know how to judge when a friendship is</p>	<p>To know that family life can be healthy/unhealthy and explain why.</p> <p>To know and explain how a healthy family life offers commitment, support, protection and care.</p> <p>To know that a healthy family helps each other in times of difficulty, giving examples.</p> <p>To know that spending time together and sharing each other's lives is important, giving examples from their own lives.</p> <p>To know that friendships can have ups and downs and the impact of these.</p> <p>To explain in detail how ups and downs can often be worked through so that a friendship is repaired or even strengthened.</p> <p>To know and explain why resorting to violence in friendships is never right.</p> <p>To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>

			<p>To know that friendships can be healthy / unhealthy.</p> <p>To know that a healthy friendship is welcoming towards others.</p> <p>To know that healthy friendships do not make others feel lonely or excluded.</p>	<p>uncomfortable, nervous or scared.</p> <p>To know how to seek help or advice from others when family relationships are making me feel unhappy / unsafe, naming trusted adults in my life.</p> <p>To know that friendships can be healthy / unhealthy and give examples.</p> <p>To know that a healthy friendship is welcoming towards others and why this is important.</p> <p>To know that healthy friendships do not make others feel lonely or excluded and explain why.</p>	<p>making them feel unhappy or uncomfortable.</p> <p>To learn about managing conflict.</p> <p>To know how to seek advice from others, if needed.</p>	<p>To know how to recognise who to trust and who not to trust, giving examples from their own lives.</p> <p>To know how to judge when a friendship is making them feel unhappy or uncomfortable and explain how they know this.</p> <p>To learn about managing conflict and give examples from their own experience.</p> <p>To know how to seek advice from others, if needed, naming trusted adults in their lives.</p>
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## Key Concept - Respectful Relationships & Online relationships

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>To understand the difference between 'good' and 'bad' choices.</p> <p>To understand and follow rules.</p> <p>To work with a partner or in a group.</p> <p>To talk about how we are all different and unique.</p>	<p>To know what courtesy and manners are and how to use them.</p> <p>To know about different types of bullying (including cyber bullying).</p> <p>To know how bullying affects others.</p> <p>To know what a bystander is.</p> <p>To know how to report bullying to an adult / get help.</p>	<p>To know that it is important to respect others, even when they look different or behave differently to you.</p> <p>To know that it is important to respect others, even when they make different choices, have different likes or ways of thinking to you.</p> <p>To know what courtesy and manners are and how to use them.</p> <p>To know what permission-seeking is in relationships.</p> <p>To know what permission giving is in relationships.</p> <p>To know about different types of bullying (including cyber bullying).</p> <p>To know how bullying affects others.</p> <p>To know what a bystander is and what they should do if they see bullying happening.</p> <p>To know that sometimes people behave differently online, including by pretending to be someone they are not.</p>	<p>To know the conventions of courtesy and manners.</p> <p>To know that you can expect to be treated with respect by others in school.</p> <p>To know that you should show respect to others, including those in positions of authority.</p> <p>To know about different types of bullying (including cyber bullying) and its impact.</p> <p>To know the responsibility of bystanders.</p> <p>To know that the same principles apply to online relationships as to face-to-face relationships.</p> <p>To know that it is important to respect others online when we are anonymous.</p> <p>To know the rules and principles of keeping safe online and recognising risks.</p> <p>To know that we can have respectful relationships in a range of contexts.</p> <p>To know that permission-seeking is important in relationships</p>	<p>To know that you can expect to be treated with respect by others in wider society.</p> <p>To know that you should show respect to others, including those in positions of authority and be able to discuss how to show respect.</p> <p>To know about different types of bullying (including cyber bullying) and its impact.</p> <p>To know the responsibility of bystanders and how to get help.</p> <p>To know that the same principles apply to online relationships as to face-to-face relationships.</p> <p>To know the rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know that we can have respectful relationships in a range of contexts and discuss these.</p> <p>To know some ways of improving or supporting respectful relationships.</p> <p>To know that permission giving is important in</p>	<p>To know the conventions of courtesy and manners and use these.</p> <p>To know the importance of self-respect.</p> <p>To know what a stereotype is.</p> <p>To know about different types of bullying (including cyber bullying) and its impact to others in the community.</p> <p>To know the responsibility of bystanders and how to get help in difficult situations.</p> <p>To consider their online friendships.</p> <p>To know about the risks associated with people they have never met when online.</p> <p>To know how information is shared and used online.</p> <p>To know that in school they can expect to be treated with respect by others.</p> <p>To know that in wider society they can expect to be treated with respect by others.</p>	<p>To know the importance of self-respect and how this links to their own happiness.</p> <p>To know how stereotypes can be unfair, negative or destructive.</p> <p>To know about different types of bullying (including cyber bullying) and what we can do to prevent it.</p> <p>To know about the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To consider their online friendships and sources of information.</p> <p>To know about the risks associated with people they have never met when online and what they should do if they are unsure.</p> <p>To know that in school they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To know that in wider society they can expect to be treated with respect by others, and that in turn</p>

			with friends, adults and peers.	relationships with friends, adults and peers.	To know the importance of permission-seeking.	they should show due respect to others, including those in positions of authority.  To know the importance of permission-seeking and giving in relationships with friends, peers and adults.
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**Key Concept - Being Safe  
/Internet Safety & Harm**

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>To talk about people who help us at home.</p> <p>To talk about people who help us at school.</p> <p>To talk about people who keep us safe.</p> <p>To talk about how we can help others.</p>	<p>To know what a secret is.</p> <p>To know that it is not always right to keep secrets if they relate to being safe.</p> <p>To know that each person's body belongs to them.</p> <p>To know that a person's body can be touched in different ways.</p> <p>To know when you are feeling unsafe / bad about any adult and what to do about it.</p>	<p>To know that the internet is an important part of life for most people and why it is useful.</p> <p>To know why we should control the amount of time we spend online.</p> <p>To know what privacy is and why it is not always right to keep secrets.</p> <p>To know that each person's body belongs to them.</p> <p>To know that a person's body can be touched in different ways.</p> <p>To know how to behave with adults you do not know (including online).</p> <p>To know when you are feeling unsafe / bad about any adult and what to do about it.</p>	<p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know about the concept of privacy and the implications of it for both children and adults.</p> <p>To recognise some situations where keeping a secret is not safe.</p> <p>To know how to respond safely and appropriately to adults they may encounter (including online) whom they do not know.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know that my online actions can affect others.</p> <p>To know how to recognise and display respectful behaviour online.</p> <p>To know that it is important to keep personal information private online.</p> <p>To know about the risks of excessive time spent on electronic devices and the</p>	<p>To give detailed examples of the sorts of boundaries which are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know about the concept of privacy, the implications of it for both children and adults and why online privacy is important.</p> <p>To recognise some situations where keeping a secret is not safe and explain why. .</p> <p>To give examples how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To give examples of how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know that my online actions can affect others and explain how.</p> <p>To know how to recognise and display respectful behaviour online, giving examples from personal experience.</p>	<p>To know how to report concerns or abuse, and the vocabulary needed to do so.</p> <p>To identify a variety of sources for advice e.g. family, school and/or other sources.</p> <p>To know that social media, some computer games and online gaming, for example, are age restricted.</p> <p>To know that the internet can be a negative place because of online abuse, trolling, bullying and harassment can take place.</p> <p>To know how to be a discerning consumer of information online.</p> <p>To know where and how to report concerns, get support with issues online, ask for advice/help (naming trusted adults in their own lives) and explain why this is important.</p>	<p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To identify where to seek advice e.g. family, school and/or other sources, depending on the situation.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including whom 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). .</p> <p>To explain why social media, some computer games and online gaming, for example, are age restricted.</p> <p>To explain how online abuse, trolling, bullying and harassment can have a negative impact on mental health.</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines,</p>

			<p>benefits of rationing time spent online.</p> <p>To know that positive and negative content online can have an impact on mental /physical health.</p> <p>To know where and how to report concerns, get support with issues online and ask for advice/help.</p>	<p>To explain why it is important to keep personal information private online.</p> <p>To know about the risks of excessive time spent on electronic devices, the benefits of rationing time spent online and how to do this.</p> <p>To give examples of the impact of positive and negative content online on mental /physical health.</p> <p>To know where and how to report concerns, get support with issues online and ask for advice/help (naming trusted adults in their own lives).</p>		<p>is ranked, selected and targeted.</p> <p>To know where and how to report concerns, get support with issues online, ask for advice/help (naming trusted adults in their own lives) and explain why this is important.</p>
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**Key Concept - Mental Wellbeing/  
Health & Prevention**

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>To talk about things I like</p> <p>To talk about things I love.</p> <p>To talk about things I am good at / my talents.</p> <p>To talk about problems and how we could solve them.</p> <p>To start to talk about my feelings and the feelings of others.</p> <p>To know why washing your hands is important.</p>	<p>To begin to know what mental wellbeing is and that it is a part of our lives every day.</p> <p>To know about different emotions and how or when we feel them.</p> <p>To know which emotion/s I am feeling and begin to talk about them.</p> <p>To know which emotion/s others are feeling and begin to talk about them.</p> <p>To know how to look after my teeth.</p>	<p>To know what mental wellbeing is and that it is a part of our lives every day.</p> <p>To know about different emotions, how or when we feel them and talk about them with a range of vocabulary.</p> <p>To know which emotion/s I am feeling and how to talk about them.</p> <p>To know which emotion/s others are feeling and how to talk about them.</p> <p>To know why the sun can be bad for you.</p> <p>To know how to keep safe in the sun.</p>	<p>To explain how mental wellbeing is as much a normal daily life as physical health.</p> <p>To know there is a normal range of emotions that all humans experience in relation to different experiences and situations.</p> <p>To know that there is a scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To recognise and talk about the emotions felt in their mind and body using a varied vocabulary.</p> <p>To explain that we can recognise and talk about the feelings of others by looking at facial</p>	<p>To explain how mental wellbeing is as much a normal part of normal daily life as physical health, giving examples.</p> <p>To give examples of the normal range of emotions that all humans experience in relation to different experiences and situations.</p> <p>To explain how humans experience a scale of emotions in relation to different experiences and situations.</p> <p>To recognise and talk in detail about the emotions felt in their mind and body using a varied vocabulary.</p> <p>To give examples of how we can recognise and talk about the feelings of</p>	<p>To know that it is important to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and health.</p> <p>To know that community participation, voluntary and service based activity can have a positive impact on mental wellbeing and health.</p> <p>To know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and health.</p> <p>To describe some benefits of community participation, voluntary and service based activity on mental wellbeing and health.</p> <p>To explain how isolation and loneliness can affect children and say how children can discuss their feelings with an adult and seek support.</p>

			<p>expressions and body language.</p> <p>To know some simple self-care techniques.</p> <p>To know that sufficient good quality sleep is important for good health.</p> <p>To know that lack of sleep can affect weight, mood and ability to learn.</p>	<p>others using their facial expressions/ body language.</p> <p>To give examples of various simple self-care techniques.</p> <p>To explain why sufficient good quality sleep is important for good health.</p> <p>To explain why lack of sleep can affect weight, mood and ability to learn.</p>	<p>To know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>To know that it is common for people to experience mental ill health and how problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>To recognise some early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>To know about personal hygiene and germs (including bacteria and viruses) and that they can spread, be treated and prevented.</p> <p>To know what allergies and allergic reactions are.</p> <p>To know what immunisations and vaccinations are.</p>	<p>To describe how bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including whom 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).</p> <p>To know that it is common for people to experience mental ill health, and some specific ways in which problems can be resolved.</p> <p>To recognise and describe a variety of early signs of physical illness.</p> <p>To know about personal hygiene and germs (including bacteria and viruses) and describe how they spread, can be treated or prevented.</p> <p>To describe the facts and science relating to allergies and allergic reactions.</p> <p>To describe the facts and science relating to immunisations and vaccinations.</p>
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**Key Concept - Physical Health & Fitness**

<b>Key Concept - Physical Health &amp; Fitness</b>						
<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>

<p>To talk about my daily routine.</p> <p>To know that there are different ways to exercise.</p>	<p>To know what an active lifestyle is.</p> <p>To know why an active lifestyle is good for me.</p>	<p>To know what an active lifestyle is and what I can do to be active.</p>	<p>To know the mental benefits of an active lifestyle.</p> <p>To know the physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines.</p> <p>To know how to build exercise into daily and weekly routines.</p>	<p>To know the mental benefits of an active lifestyle and suggest ways to achieve this.</p> <p>To know the physical benefits of an active lifestyle and suggest activities.</p> <p>To know the importance of building regular exercise into daily and weekly routines and explore the benefits of this.</p>	<p>To know the risks associated with an inactive lifestyle.</p> <p>To know the risks associated with obesity.</p> <p>To know the importance of keeping a healthy weight.</p> <p>To know how and when to seek support including which adults to speak to in school.</p>	<p>To know the risks associated with an inactive lifestyle and how to overcome this.</p> <p>To know and explain the risks associated with obesity .</p> <p>To know the importance of keeping a healthy weight and how lifestyle changes can help this.</p> <p>To know how and when to seek support including which adults to speak to in school.</p>
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**Key Concept - Healthy Eating**

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>To talk about healthy food choices.</p>	<p>To know what a healthy diet is.</p> <p>To know why a healthy diet is good for me.</p>	<p>To know what a healthy diet is.</p> <p>To know how to plan healthy meals.</p> <p>To know how to prepare healthy meals.</p>	<p>To know what constitutes a healthy diet.</p> <p>To know the characteristics of a poor diet.</p> <p>To know some risks associated with unhealthy eating.</p> <p>To know that tooth decay can be caused by unhealthy eating.</p>	<p>To know what constitutes a healthy diet and suggest suitable foods.</p> <p>To know the characteristics of a poor diet and how changes can be made.</p> <p>To know some risks associated with unhealthy eating.</p> <p>To know that tooth decay can be caused by unhealthy eating and understand the important of good oral hygiene.</p>	<p>To know what constitutes a healthy diet.</p> <p>To understand calories.</p> <p>To understand nutritional content.</p> <p>To understand some of the risks associated with unhealthy eating.</p>	<p>To know what constitutes a healthy diet and share this information.</p> <p>To understand calories and how this links to healthy eating.</p> <p>To understand nutritional content and how this links to healthy eating.</p> <p>To understand the risks associated with unhealthy eating - obesity.</p> <p>To understand the risks associated with unhealthy eating – tooth decay.</p> <p>To understand the risks associated with alcohol on diet and health.</p>

**Key Concept - Drugs, Alcohol & Tobacco**

F2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To explore when and how to take medicine safely.</p> <p>To identify who should be able to give us medicine.</p>	<p>To know about substances which are safe or unsafe.</p> <p>To know that some things we put into our bodies can harm us.</p> <p>To keep safe at home and at school.</p>	<p>To know about smoking.</p> <p>To be aware of the impact of smoking and passive smoking.</p> <p>To know some strategies to prevent starting smoking.</p> <p>To be aware of the effect alcohol has on the body.</p> <p>To understand the risks related to alcohol.</p>	<p>To know about smoking and its effects.</p> <p>To understand the impact of smoking and passive smoking.</p> <p>To be confident in the strategies to prevent starting smoking.</p> <p>To understand the effect alcohol has on the body.</p> <p>To understand and discuss the risks related to alcohol.</p> <p>To understand how society limits the drinking of alcohol.</p>	<p>To know about a range of legal and illegal drugs</p> <p>To have some understanding of the effects and risks of illegal drugs.</p> <p>To explore attitudes to drug use, to understand that all sorts of people may misuse drugs and to challenge the myths around drug use.</p> <p>To know a range of skills to resist peer pressure and develop some assertiveness skills.</p>	<p>To know what effect cannabis can have on your health and life.</p> <p>To know the legal consequences of using cannabis.</p> <p>To know the effects and risks of volatile substance abuse.</p> <p>To know how to get and to give help.</p> <p>To have practised communicating with adults.</p> <p>To know how to access help and support.</p>

**Key Concept - Basic First Aid**

F2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To know the name of a person in our family who can keep us safe.</p> <p>To name the emergency services who can keep us safe.</p>	<p>To know how to call 999 in an emergency.</p>	<p>To recognise some common injuries.</p> <p>To know the concepts of basic first aid.</p> <p>To know how to make a clear and efficient call to emergency services.</p>	<p>To recognise some common injuries and think about the necessary treatment.</p> <p>To know the concepts of basic first aid and how to help others in an emergency.</p> <p>To know how to make a clear and efficient call to emergency services.</p>		

**Key Concept - The Changing Adolescent Body**

F2	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To know how to keep ourselves clean.</p> <p>To know how we grow and change (from babies to children to adults).</p> <p>To know the difference between boy and girl babies.</p>	<p>To know some differences between male and female babies.</p> <p>To know some differences between male and female animals.</p> <p>To describe physical differences between males and females.</p> <p>To name the male and female body parts.</p>	<p>To build on previous knowledge of the differences and similarities between males and females.</p> <p>To name male and female body parts using agreed words.</p>	<p>To build on previous knowledge of the differences and similarities between males and females.</p> <p>To know some basic facts about puberty.</p> <p>To know about the physical and emotional changes that happen during puberty (without focus on reproduction.)</p>	<p>Explain the main physical and emotional changes that happen during puberty.</p> <p>Ask questions about puberty with confidence.</p> <p>Understand how puberty affects the reproductive organs.</p> <p>Describe how to manage physical and emotional changes.</p> <p>Explain how to stay clean during puberty.</p> <p>Describe how emotions change during puberty.</p> <p>Know how to get help and support during puberty.</p>	<p>Explain and discuss the main physical and emotional changes that happen during puberty.</p> <p>Discuss and ask questions about puberty with confidence.</p> <p>Explore positive and negative ways of communicating in a relationship.</p> <p>Consider physical and emotional behaviour in relationships.</p>