



## PSHE Progression Map

Schools are required to teach PSHE (Personal, Social and Health Education), but as it is not part of the National Curriculum, the aims of learning about PSHE are **non-statutory**. RSE (Relationships and Sex Education) and Health Education **is statutory**. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

### **Key Stage 1 Citizenship Programme of Study and Relationships (RSE) and Health Education**

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Knowledge, skills and understanding

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Breadth of opportunities

### **Key Stage 2 Citizenship Programme of Study and Relationships (RSE) and Health Education**

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Breadth of opportunities

**By the end of Primary school:****Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

**Physical health and mental wellbeing**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

**Intent**

At Melbourne Junior school, our intention is for all our children to see themselves both as valued individuals and important members of communities. We value each child as an individual, with a unique range of talents, interests, learning styles and needs and endeavour to promote a sense of physical, mental, emotional and spiritual wellbeing across the school. We want all our pupils to be thoughtful, caring and respectful people, who are able to form their own values and make informed choices. Through our curriculum, we intend to develop lifelong learners who are equipped with skills for use in an ever-changing world.

We aim to:

- develop enthusiastic learners who are enriched, motivated and challenged through a stimulating curriculum;
- equip the children with the ability to make safe and informed decisions, building the skills, knowledge and understanding of personal, social, health and economic education;
- ensure that the pupils will experience the process of democracy, by teaching them how society is organised and governed and about their rights and responsibilities;
- enable them to appreciate what it means to be a positive member of a diverse and multicultural society, respect and value our school and local community, the diversity and richness of other cultures and the natural world around us.

**Implementation**

PSHE is taught through discreet lessons, as well as being integrated into a wide range of other subjects, activities, assemblies, celebration days and educational visits or visitors. We believe that the purpose of PSHE education is to build on the statutory content outlined in the National Curriculum, the basic school curriculum and statutory guidance on drug education, financial education, citizenship, personal safety, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Our curriculum is designed around termly themes, in line with the Learning Outcomes and Core Themes outlined in the PSHE Association. This is the national body for personal, social, health and economic (PSHE) education, which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The PSHE Association Programme of Study is based on three core themes: Relationships, Living in the Wider World and Health and Wellbeing. Within these themes there is broad overlap and flexibility and knowledge is built on as children progress through KS2.

Alongside curriculum coverage through English, Science, PE, DT, RE, History, Geography and Computing (online safety), we use resources from PSHE association, the SCARF scheme of work, British Red Cross, NSPCC, Go Givers, Crown Prosecution Service, Oxfam and Fair Trade to ensure that our curriculum meets the needs of the pupils in our school. Themes and lessons are structured and sequenced in order to engage pupils in purposeful

learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year, both within PSHE and across other subjects and the wider curriculum.

### Impact

Our Personal, Social and Health Education and Citizenship (PSHCE) enables children to become healthy, independent and responsible members of society, who:

- are aware of what makes them a good, responsible citizen who can form their own responsible values, in order to make informed choices and demonstrate respect for others;
- have an understanding of protected characteristics, British Values and their rights, in order to understand the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people;
- develop self-confidence and positive self-esteem and can clearly articulate their thoughts and feelings and know when and how to seek the support of others and how to look after their wellbeing;
- understand what makes a healthy, positive relationship, know and understand what constitutes a healthy lifestyle and are aware of how to manage risk and stay safe;
- know the role of money in their own and others' lives;
- are positive and active members of a democratic society.

### PSHE Association Themes and Learning Outcomes

	KS1	LKS2	UKS2
<b>Relationships</b>	<b>R1.</b> to communicate their feelings to others, to recognise how others show feelings and how to respond	<b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	<b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
	<b>R2.</b> to recognise that their behaviour can affect other people	<b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	<b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
	<b>R3.</b> the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	<b>R3.</b> Learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	<b>R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	<b>R4.</b> to recognise what is fair and unfair, kind and unkind, what is right and wrong	<b>R5.</b> Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	<b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	<b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	<b>R6.</b> Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another	<b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

	<b>R6.</b> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	<b>R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	<b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
	<b>R7.</b> to offer constructive support and feedback to others	<b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	<b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
	<b>R8.</b> to identify and respect the differences and similarities between people	<b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	<b>R13.</b> the importance of seeking support if feeling lonely or excluded
	<b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	<b>R10.</b> know the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	<b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	<b>R10.</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	<b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	<b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
	<b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	<b>R13.</b> the importance of seeking support if feeling lonely or excluded	<b>R19.</b> know the impact of bullying, including offline and online, and the consequences of hurtful behaviour
	<b>R12.</b> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	<b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends	<b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
	<b>R13.</b> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	<b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	<b>R21.</b> about discrimination: what it means and how to challenge it
	<b>R14.</b> strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	<b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	<b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
	<b>R15.</b> How to respond safely to adults they don't know	<b>R19.</b> know the impact of bullying, including offline and online, and the consequences of hurtful behaviour	
	<b>R16.</b> know how to respond if physical contact makes them feel uncomfortable or unsafe	<b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	<b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
	<b>R17.</b> knowing there are situations when they should ask for permission and also when their permission should be sought	<b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	<b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
	<b>R18.</b> the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	<b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not;	<b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

		strategies for recognising risks, harmful content and contact; how to report concerns	
	<b>R19.</b> Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	<b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	<b>R26.</b> about seeking and giving permission (consent) in different situations
	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	<b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	<b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
	<b>R21.</b> Know what is kind and unkind behaviour, and how this can affect others	<b>R26.</b> about seeking and giving permission (consent) in different situations	<b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
	<b>R22.</b> know how to treat themselves and others with respect; how to be polite and courteous	<b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	<b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	<b>R23.</b> To recognise the ways in which they are the same and different to others	<b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	<b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online
	<b>R24.</b> How to listen to other people and play and work cooperatively	<b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online	
	<b>R25.</b> How to talk about and share their opinions on things that matter to them	<b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	<b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
		<b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	<b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
		<b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	<b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
			<b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Living in the Wider World</b>	<b>L1.</b> know what rules are, why they are needed, and why different rules are needed for different situations	<b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws and understanding of democracy	<b>L2.</b> to recognise there are human rights, that are there to protect everyone
	<b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them	<b>L3.</b> about the relationship between rights and responsibilities	<b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	<b>L3.</b> know things they can do to help look after their environment	<b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	<b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
	<b>L4.</b> explore the different groups they belong to	<b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	<b>L7.</b> to value the different contributions that people and groups make to the community
	<b>L5.</b> know the different roles and responsibilities people have in their community	<b>L6.</b> know the different groups that make up their community; what living in a community means	<b>L8.</b> diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	<b>L6.</b> to recognise the ways they are the same as, and different to, other people	<b>L8.</b> diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	<b>L9.</b> stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	<b>L7.</b> how the internet and digital devices can be used safely to find things out and to communicate with others	<b>L9.</b> stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	<b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
	<b>L8.</b> the role of the internet in everyday life	<b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	<b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
	<b>L9.</b> that not all information seen online is true	<b>L12</b> recognise ways in which the internet and social media can be used both positively and negatively	<b>L12</b> recognise ways in which the internet and social media can be used both positively and negatively <b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
	<b>L10.</b> what money is; forms that money comes in; that money comes from different sources	<b>L13.</b> Know some of the different ways information and data is shared and used online, including for commercial purposes	<b>L14.</b> learn how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	<b>L11.</b> that people make different choices about how to save and spend money	<b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	<b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	<b>L12.</b> the difference between needs and wants; that sometimes people may not always be able to have the things they want		<b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	<b>L13.</b> that money needs to be looked after; different ways of doing this	<b>L17.</b> learn the different ways to pay for things and the choices people have about this	<b>L17.</b> learn the different ways to pay for things and the choices people have about this

	<b>L14.</b> that everyone has different strengths	<b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	<b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
	<b>L15.</b> That jobs help people to earn money to pay for things	<b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants	<b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
	<b>L16.</b> different jobs that people they know or people who work in the community do	<b>L21.</b> different ways to keep track of money	<b>L22.</b> risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	<b>L17.</b> about some of the strengths and interests someone might need to do different jobs	<b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	<b>L23.</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
		<b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	<b>L24.</b> to identify the ways that money can impact on people's feelings and emotions
		<b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	<b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
			<b>L27.</b> stereotypes in the workplace and that a person's career aspirations should not be limited by them
			<b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
			<b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
			<b>L31.</b> to identify the kind of job that they might like to do when they are older
			<b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Health and Wellbeing</b>	<b>H1.</b> what keeping healthy means; different ways to keep healthy	<b>H2.</b> know the elements of a balanced, healthy lifestyle	<b>H1.</b> how to make informed decisions about health
	<b>H2.</b> Know foods that support good health and the risks of eating too much sugar	<b>H3.</b> learn choices that support a healthy lifestyle, and recognise what might influence these	<b>H3.</b> learn choices that support a healthy lifestyle, and recognise what might influence these
	<b>H3.</b> know how physical activity helps us to stay healthy; and ways to be physically active everyday	<b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle	<b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	<b>H4.</b> know why sleep is important and different ways to rest and relax	<b>H5.</b> know what good physical health means; how to recognise early signs of physical illness	<b>H5.</b> know what good physical health means; how to recognise early signs of physical illness
	<b>H5.</b> simple hygiene routines that can stop germs from spreading	<b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	<b>H6.</b> know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
	<b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	<b>H8.</b> know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	<b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	<b>H7.</b> Learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	<b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	<b>H8.</b> know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
	<b>H8.</b> Know how to keep safe in the sun and protect skin from sun damage	<b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	<b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
	<b>H9.</b> different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	<b>H12.</b> the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	<b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	<b>H10.</b> the people who help us to stay physically healthy	<b>H13.</b> the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	<b>H13.</b> the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	<b>H11.</b> different feelings that humans can experience	<b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	<b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
	<b>H12.</b> how to recognise and name different feelings	<b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	<b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	<b>H13.</b> how feelings can affect people's bodies and how they behave	<b>H16.</b> learn strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	<b>H16.</b> learn strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

<b>H14.</b> how to recognise what others might be feeling	<b>H17.</b> to recognise that feelings can change over time and range in intensity	<b>H17.</b> to recognise that feelings can change over time and range in intensity
<b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things	<b>H18.</b> everyday things that affect feelings and the importance of expressing feelings	<b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
<b>H16.</b> know ways of sharing feelings; a range of words to describe feelings	<b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	<b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
<b>H17.</b> things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	<b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	<b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
<b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	<b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	<b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
<b>H20.</b> Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	<b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	<b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
<b>H21.</b> to recognise what makes them special	<b>H26.</b> that for some people gender identity does not correspond with their biological sex	<b>H26.</b> that for some people gender identity does not correspond with their biological sex
<b>H22.</b> to recognise the ways in which we are all unique	<b>H27.</b> to recognise their individuality and personal qualities	<b>H27.</b> to recognise their individuality and personal qualities
<b>H24.</b> how to manage when finding things difficult	<b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	<b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
<b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	<b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	<b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
<b>H26.</b> growing and changing from young to old and how people's needs change  <b>H27.</b> preparing to move to a new class/year group	<b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	<b>H31.</b> learn the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
<b>H28.</b> rules and age restrictions that keep us safe  <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm	<b>H31.</b> learn the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	<b>H32.</b> know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
<b>H30.</b> how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	<b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	<b>H33.</b> processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for <sup>1</sup>
<b>H32.</b> ways to keep safe in familiar and unfamiliar environments and how to cross the road safely	<b>H36.</b> strategies to manage transitions between classes and key stages	<b>H34.</b> know where to get more information, help and advice about growing and changing, especially about puberty

	<b>H33.</b> know the people whose job it is to help keep us safe		<b>H35.</b> new opportunities and responsibilities that increasing independence may bring
	<b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		<b>H36.</b> strategies to manage transitions between classes and key stages
	<b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)		<b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
	<b>H37.</b> know things that people can put into their body or on their skin; how these can affect how people feel		