

PSHE/RSE Progression Document

	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	Early Learning Goals
Reception (Early Years)	Family and Relationships	<ul style="list-style-type: none"> Name and describe different family members. Understand that all families are valuable. Develop strategies to help when sharing. Consider perspectives and feelings of others. 	<ul style="list-style-type: none"> Talk about our families. Discuss why people are special to us. Know that sharing toys makes everyone feel involved. Understand people like different things. Know that it is important to tell the truth. 	Family, love, friend, share, unique, similar, different	<p><u>Personal, social and emotional development</u></p> <p>ELG: Self regulation Understand their own feelings and regulate behaviour accordingly. Set and work towards simple goals.</p>
	Health and Wellbeing	<ul style="list-style-type: none"> Discuss ways we can take care of ourselves. Explore how exercise affects our body. Identify and expressing my own feelings. Coping with challenge when problem solving. 	<ul style="list-style-type: none"> Know that having a naturally colourful diet is one way to try and eat healthily. Know exercise is important for our bodies. Name different feelings and emotions. Know facial expressions can give us clues. 	Rule, persistence, challenge, problem solving, mistake, care, teamwork, super food	<p>ELG: Managing self Be confident to try new activities. Explain the reasons for rules</p>
	Safety and the Changing Body	<ul style="list-style-type: none"> Consider why it is important to follow rules. Explore what a 'safe pedestrian' is. 	<ul style="list-style-type: none"> Know some rules are in place to keep us safe. Know how to behave safely on the pavement and when crossing roads with an adult. 	Exercise, breathing, heart-rate, health, pedestrian,	<p>Manage their own basic hygiene and own food choices.</p>
	Citizenship	<ul style="list-style-type: none"> Know we have rules to keep everything fair, safe and enjoyable. Understand that we all have similarities and differences that make us special. Know we have different beliefs and celebrations 	<ul style="list-style-type: none"> Recognise why rules and consequences are necessary. Discuss how to meet the needs of a pet. Recognise the groups that we belong to. 	Festival, celebration, turn-taking, support	<p>ELG: Building relationships Work and play cooperatively and take turns. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 1	Family and Relationships	<ul style="list-style-type: none"> Understand that families look after us. Know some words to describe how people are related. Know that some family information is personal. Understand characteristics of a positive friendship. To know what stereotyping is. 	<ul style="list-style-type: none"> Explore how families differ. Explore how friendship problems can be overcome. Explore friendly behaviours. Recognise how other people show their feelings. Identify ways we can care for others. 	behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype	Families and relationships 1,2 Caring friendships 1,2,3 Respectful relationships 2,7 Being safe 6
	Health and Wellbeing	<ul style="list-style-type: none"> Understand good hand hygiene can limit germs. Know the five S's for sun safety. Know certain foods can cause allergic reactions. Know sleep helps my body to repair. Know positive strengths, qualities and how to describe it. 	<ul style="list-style-type: none"> Learn how to wash hands properly. Learn how to deal with an allergic reaction. Explore positive sleep habits, relaxation methods and health-related jobs. Identify ways to manage feelings. 	allergy, emotions, feelings, germs, ill (poorly), qualities, relax	Respectful relationships 4 Mental wellbeing 1,2,3,6 Health and prevention 2,3,5 Changing adolescent body 1
	Safety and the Changing Body	<ul style="list-style-type: none"> Know some types of contact are never appropriate. Know what to do if I get lost. Know some things are unsafe to put in my body. Know that what the emergency services are. 	<ul style="list-style-type: none"> Practise what to do if I get lost. Identify hazards found at home. Understand people's roles in the local community. Learn what is/isn't safe to put in our bodies. Practise making an emergency phone call. 	accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust	Being safe 3,4,5,6 Drugs, alcohol & tobacco 2 Basic first aid 1
	Citizenship	<ul style="list-style-type: none"> Know the school rules. Know different pets have different needs. Understand how needs change with age. Know voting is a way to make a fair decision. Understand that people are different. 	<ul style="list-style-type: none"> Recognise why rules are necessary. Discuss how to meet the needs of pets. Explore differences between people. Recognise the groups that we belong to. 	care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	
	Economic Wellbeing	<ul style="list-style-type: none"> Know that coins and notes have different values. Know ways children may receive money. Know that it is wrong to steal money. Know that banks can store our money. Know jobs need different skills. 	<ul style="list-style-type: none"> Discuss how to keep money safe. Discuss what to do if we find money. Explore choices people make about money. Develop understanding of how banks work. 	bank, building society, cash, earn, save, skill, spend, value	
	Transition	<ul style="list-style-type: none"> Know changes can be positive and negative. 	<ul style="list-style-type: none"> Recognise our own strengths. 		

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 2	Family and Relationships	<ul style="list-style-type: none"> Know that families can be different to others. Know some problems might happen in friendships, some can be serious and need addressing. Understand some ways people show their feelings. Understand stereotypes related to jobs. Know ways we can remember people or events. 	<ul style="list-style-type: none"> Understand ways to show respect. Understand families offer love, care and support. Discuss actions to take with friendship difficulties. Learn how other people show their feelings. Explore the conventions of manners. Explore how loss and change can affect us. 	Friendship, love, manners	Families and relationships 1,3,4,5,6 Caring friendships 3,5 Respectful relationships 2,3,7 Being safe 6 Mental wellbeing 2,3
	Health and Wellbeing	<ul style="list-style-type: none"> Know that sugar is bad for our teeth. Understand the importance food and exercise. Know breathing techniques to relax. Know we can feel more than one emotion. Know what a growth mindset is. 	<ul style="list-style-type: none"> Explore the effect food and drink can have on teeth. Explore benefits of a balanced diet and exercise. Suggest how to improve an unbalanced meal. Develop empathy and self-respect. Explore the need for perseverance. 	Diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths	Mental wellbeing 1,3,5,6 Physical health & fitness 2 Healthy eating 1,2 Drugs, alcohol & tobacco 1 Health and prevention 4
	Safety and the Changing Body	<ul style="list-style-type: none"> Know the PANTS rule. Know the difference between secrets and surprises. Know rules for road safety. Know medicine can help us and learn when to take it Know the names of parts of my body. 	<ul style="list-style-type: none"> Discuss the concept of privacy. Explore ways to stay safe online. Learn how to behave safely near the road. Explore how people can feel better. Learn how to be safe around medicines. 	Medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina	Online relationships 1,2 Being safe 2,3,5,6,7,8 Internet safety 1,3 Drugs, alcohol & tobacco 2
	Citizenship	<ul style="list-style-type: none"> Know where rules apply and what a law is. Know jobs people do to look after the community. Understand how democracy works in school. Know that everyone has similarities and differences. 	<ul style="list-style-type: none"> Explain why rules are in place. Identify positives and negatives about the environment. Identify ways to help look after the environment. Recognise how people contribute to the community. 	Election, environment, identity, job, opinion, rule, school council, volunteer, vote	
	Economic Wellbeing	<ul style="list-style-type: none"> Know some ways in which adults get money. Know the difference between 'want' and 'need'. Know features to look at when selecting a bank. 	<ul style="list-style-type: none"> Identify whether something is a want or need. Recognise people's choices about spending money. Explore why people choose certain jobs. 	Coins, need, notes, priority, want	
	Transition	<ul style="list-style-type: none"> Know changes is part of our life. 	<ul style="list-style-type: none"> Identify people who can help when we are worried. 		

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 3	Family and Relationships	<ul style="list-style-type: none"> Know that I can talk to adults or services if needed. Know that bullying can be physical or verbal. Know what bullying, violence and trust is. Know similarities and differences between people. Understand some stereotypes are age related. 	<ul style="list-style-type: none"> Learn that problems can occur in families. Learn the impact of bullying and what to do if it occurs. Learn about the effects of non-verbal communication. Explore the negative impact of stereotyping. 	Bullying, communicate, empathy, open questions, similar, solve, sympathy, trust	Families and relationships 3,4,6 Caring friendships 4,5 Respectful relationships 1,2,6,7 Being safe 6
	Health and Wellbeing	<ul style="list-style-type: none"> Understand ways to prevent tooth decay. Know positive impact relaxation can have. Understand what being lonely means. Understand what a problem or barrier is. 	<ul style="list-style-type: none"> Discuss why it is important to look after teeth. Learn stretches for relaxation. Plan for a healthy lifestyle. Explore my own identity. Breakdown a problem into smaller parts to overcome it. 	Alone, balance, barriers, belonging, identity, lonely, resilience	Mental wellbeing 1,6,7,9 Physical health & fitness 1,2,3 Healthy eating 1 Drugs, alcohol & tobacco 1 Health and prevention 4
	Safety and the Changing Body	<ul style="list-style-type: none"> Know cyberbullying is a form of bullying. Know signs of a fake email. Understand people can influence our choices. Know that bites or stings can cause reactions. Know to maintain my safety before others'. 	<ul style="list-style-type: none"> Explore how to respond to cyberbullying. Develop skills as a digital citizen. Identify unsafe situations near a road. Explore the influence people can have on decisions. Learn what to do in a medical emergency. 	Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries	Online relationships 2,3 Mental wellbeing 8,11,13 Internet safety 1,3,5,6,7 Drugs, alcohol & tobacco 2 Basic first aid 1,2
	Citizenship	<ul style="list-style-type: none"> Know the UN Conventions on the Rights of the Child. Understand how recycling can be a positive. Know the local council's responsibilities. Know elections are held where adults can vote. Know consequences of breaking rules. Understand the role of charities in the community. 	<ul style="list-style-type: none"> Explore how children's rights help them and others. Consider how adults help to maintain children's rights. Discuss ways we can recycle at home or school. Identify how local community groups help others. 	Charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN)	
	Economic Wellbeing	<ul style="list-style-type: none"> Know there are different ways to pay for things. Know that budgeting money is important. Know there are a range of jobs available. Know that some stereotypes can exist around jobs. 	<ul style="list-style-type: none"> Discuss feelings which money can cause. Discuss different attitudes to money. Explore how spending can influence others. Consider pros and cons of various payment methods. 	Budget, expense, feeling, qualification, stereotype	
	Transition	<ul style="list-style-type: none"> Know change can bring opportunity and responsibility. 	<ul style="list-style-type: none"> Learn strategies to deal with change. 		

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 4	Family and Relationships	<ul style="list-style-type: none"> Know families vary in the UK and the world. Everyone has the right to decide what happens to the body. Understand the manners expected in different scenarios. Know some stereotypes can be related to disability. Know the meaning of bereavement. 	<ul style="list-style-type: none"> Use respectful language to discuss families. Explore physical and emotional boundaries. Explore how actions can affect others. Discuss how to help someone who has experienced a bereavement. 	Act of kindness, authority, bereavement, boundaries, bystander, permission	Families and relationships 3,6 Respectful relationships 1,3,6,7,8, Being safe 1,6 Mental wellbeing 2,3
	Health and Wellbeing	<ul style="list-style-type: none"> Know key facts about dental health. Know what visualisation and mental health is. Know it is normal to experience a range of emotions. Understand that mistakes can help us learn. Know who can help if we are worried. 	<ul style="list-style-type: none"> Develop an independence looking after my teeth. Learn visualisation as a relaxation tool. Explore how my skills can fit certain jobs. Learn to take responsibility for my emotions by knowing that I can control some things. 	Fluoride, mental health, negative emotions, positive emotions, visualise	Respectful relationships 4 Being safe 6 Mental wellbeing 1,2,4,6,9,10 Health and prevention 4
	Safety and the Changing Body	<ul style="list-style-type: none"> Understand the risks of sharing online. Know the difference between public and private. Understand risk associated with smoking tobacco. Understand physical changes to bodies as we grow. Know asthma causes airways to narrow. 	<ul style="list-style-type: none"> Explore what to if you feel uncomfortable. Discuss benefits of being a non-smoker. Discuss physical/emotional changes of puberty. Learn how to help someone who is having an attack. 	Age restriction, asthma, law, protect, puberty, public, tobacco, breasts, genitals	Online relationships 5 Being safe 2,5,6 Mental wellbeing 11,13 Internet safety 1,3,4,6,7 Drugs, alcohol & tobacco 2 Basic first aid 1,2 Changing adolescent body 2
	Citizenship	<ul style="list-style-type: none"> Know human rights apply to all and who protects them. Know reusing items is a benefit to the environment. Know that councillors look after residents and the council. Know that groups make up the local community. 	<ul style="list-style-type: none"> Discuss how we can protect human rights. Identify how we can reuse items and why. Identify benefits different groups bring. Discuss the positives diversity brings. 	Authority, cabinet, council officer, diversity, human rights, local government, protect, reuse	
	Economic Wellbeing	<ul style="list-style-type: none"> Know money can be lost in a variety of ways. Understand the importance of tracking money. Know many people will have more than one job in their life. Explore ways to overcome stereotypes in the workplace. 	<ul style="list-style-type: none"> Explore value for money. Discuss impacts of losing money. Identify positive and negative influences that can affect career choices. 	Bank balance, bank statement, career, debit card	
	Transition	<ul style="list-style-type: none"> Know setting goals can help us achieve what we want. 	<ul style="list-style-type: none"> Recognise achievements and set goals. 		

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 5	Family and Relationships	<ul style="list-style-type: none"> Know that marriage is a legal commitment. Know that I can call Childline (0800 1111) Know the actions of different roles in bullying. Know that stereotypes and discrimination can be unfair. 	<ul style="list-style-type: none"> Identify ways families may feel unsafe/unhappy. Explore the impact of bullying. Question the assumptions we make. Explore our positive attributes. 	Attributes, cyberbullying, marriage, secret, wedding	Families and relationships 3,5,6 Respectful relationships 4,6,7
	Health and Wellbeing	<ul style="list-style-type: none"> Understand the risks of sun exposure. Know what calories are. Know how we can affect sleep quality. Understand what can cause stress. Know failure is an important part of success. 	<ul style="list-style-type: none"> Independently protect myself from the sun. Understand the link between stress and relaxation. Consider calories in healthy meal plans. Develop responsibility for good quality sleep and my own feelings. 	Fail, protect, responsibility, steps	Mental wellbeing 1,2,4,6 Healthy eating 1,2 Drugs, alcohol & tobacco 1 Health and prevention 2,3
	Safety and the Changing Body	<ul style="list-style-type: none"> Know the THINK mnemonic and risks online. Know how to overcome pressure from others. Understand menstrual cycle process and puberty. Know names of private body parts. To know how to assess a casualty's condition. 	<ul style="list-style-type: none"> Develop understanding of how to stay safe online. Learning how to make arguments 'for' and 'against'. Learn about emotional changes. Identify reliable sources of help with puberty. Learn how to help someone who is bleeding. 	Attraction, decision, friend, influence, menstruation/period, bladder, cervix, clitoris, egg, ejaculation, erection, fallopian tube, labia, nipples, ovary, pubic hair, scrotum, sperm duct, urethra, uterus, vaginal opening, wet dreams, womb	Online relationships 3,4 Being safe 5,6 Mental wellbeing 1,3 Internet safety 3,5,7 Drugs, alcohol & tobacco 2 Basic first aid 1,2 Changing adolescent body 2,3
	Citizenship	<ul style="list-style-type: none"> Know what happens when someone breaks the law. Understand the waste hierarchy. Know what parliament is and how it is made up. Know what a pressure group is. 	<ul style="list-style-type: none"> Explain why reducing materials is positive. Discuss how rights and responsibilities link. Explore the freedom of expression. Develop understanding of how parliament works. Identify ways people can make change in society. 	Defendant, freedom of expression, government, judge, jury, MP, parliament, pressure group, PM, trial	
	Economic Wellbeing	<ul style="list-style-type: none"> Know when money is borrowed it needs to be paid back. Know spending should be prioritised. Know what income is and how people can lose money. 	<ul style="list-style-type: none"> Make a budget based on priorities. Discuss roles of money in selecting a job. Discuss risks and feelings linked to income. 	Discrimination, expenditure, income, interest, repayment	
	Transition	<ul style="list-style-type: none"> Know the skills needed for roles in school. 	<ul style="list-style-type: none"> Recognise own skills and how to develop them. 		

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	Topic of study	Substantive knowledge	Disciplinary knowledge	Tier 3 Vocabulary	RSE Statutory Guidance Statements
Year 6	Family and Relationships	<ul style="list-style-type: none"> Know that conflict can occur in friendships. Understand negotiation and compromise. Understand that stereotypes can lead to bullying and discrimination. Understand that loss/grief can cause a range of emotion. 	<ul style="list-style-type: none"> Identify ways to resolve conflict Discuss ways to challenge stereotypes. Discuss why respect is important. Explore the process of grief and understand that it is different for different people. 	Authority, conflict, earn, expectation, grief, grieving, resolve, respect	Families and relationships 6 Respectful relationships 2,5,7 Being safe 6 Mental wellbeing 2,3
	Health and Wellbeing	<ul style="list-style-type: none"> Know vaccinations can protect against disease. Know possible signs of illness. Know many factors contribute to my health. Know what a habit is. Understand how technology can affect mental health. 	<ul style="list-style-type: none"> Consider ways to prevent illness. Identify actions to take if worried about health. Explore ways to maintain good habits. Set achievable goals. Develop strategies to be resilient in challenges. 	Antibodies, habit, vaccination	Being safe 6 Mental wellbeing 1,5,6,9,10,12 Internet safety 2,4 Physical health & fitness 1,3,4 Drugs, alcohol & tobacco 1 Health and prevention 1,5 Changing adolescent body 1
	Safety and the Changing Body	<ul style="list-style-type: none"> Know how to treat online relationships. Understand risks associated with drinking alcohol. Understand how a baby is conceived and develops. Know how to conduct a primary survey (using DRSABC). 	<ul style="list-style-type: none"> Develop understanding about reliability of sources. Explore dealing with online relationship problems. Discuss reasons why adults may drink alcohol. Discuss problems that may arise during puberty. Learn how to help someone who is choking. Learn when and how to use the recovery position. 	Alcohol, internet trolling, pregnant, conception, fertilisation, sexual intercourse, sperm	Respectful relationships 8 Online relationships 1,2 Being safe 6 Mental wellbeing 8,13 Internet safety 3,5,6 Drugs, alcohol & tobacco 2 Basic first aid 1,2 Changing adolescent body 1,2
	Citizenship	<ul style="list-style-type: none"> Know education is an important human right. Know our food choices can affect the environment. Know the responsibilities of the ministers. Know what prejudice and discrimination is. 	<ul style="list-style-type: none"> Learn about environmental issues linked to food. Discuss how rights protect us. Discuss how people can influence parliament. Challenge prejudice and discrimination. 	Authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect	
	Economic Wellbeing	<ul style="list-style-type: none"> Know there are rules to follow with bank accounts. Know gambling is a risk. Understand different jobs have different access routes. Know people change jobs for a number of reasons. Know who can help with money-related problems. 	<ul style="list-style-type: none"> Recognise differences in how people deal with money. Discuss some risks associated with gambling. Identify jobs which may be suitable for them. 	Gambling, PIN	
	Transition	<ul style="list-style-type: none"> Know change can bring opportunities but also worries. 	<ul style="list-style-type: none"> Explore strategies to deal with change. 		

Statutory Guidance (DfE) References – Relationships Education

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <p>importance of respecting others, even when very different from them (for example, ally, in character, personality or rounds), or make different choices or have different preferences or beliefs.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>importance of self-respect and how this links to their own happiness.</p> <p>at school and in wider society they can expect to be treated with respect by others, and that in return they should show due respect to others, including those in positions of authority, about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>what a stereotype is, and how stereotypes can be harmful, negative or destructive.</p> <p>importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online. 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.

Statutory Guidance (DfE) References – Health Education

Mental wellbeing	Internet and safety harms	Changing adolescent body	Drugs, alcohol and tobacco	Basic first aid
<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online. 	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
		Physical health and fitness	Health and prevention	Healthy eating
		<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. the facts and science relating to allergies, immunisation and vaccination. 	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

<p>9. 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>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>				
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