

PSHE/RSHE Progression of Knowledge by Year

KS2

	Year 3	Year 4	Year 5	Year 6
<p>Core theme One: Families and Relationships - Managing my health and self-care needs, family relationship, expectations and roles, changes over time, keeping healthy</p>	<p>Children should: Know that different family members carry out different roles or have different responsibilities within the family. Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. Know how to recognise if others are feeling lonely and excluded and strategies to include them. Know how to build good friendships, including identifying qualities that contribute to positive friendships. Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p>	<p>Children should; Know different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other • Know the essential constituents of a positive, healthy relationship • Know what this means in an emotional and physical sense • Know the skills that each person within the relationship needs to ensure that relationships stay positive and healthy • Know that relationships can change (as we grow up or as circumstances change) Know that sometimes relationships may change or end, that this is natural and often no one is to blame. Know that two individual adults may choose to be part of a committed relationship together - become a 'couple.' Know ways a couple show their love and commitment to each other • Know what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together) Know why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values) Know that two people who love each other can also be in a committed relationship, and not be married</p>	<p>Children should: Know how mental and physical health are linked. Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing. Know how to make choices that support a healthy, balanced lifestyle including: » How to plan a healthy meal. » How to stay physically active. » How to maintain good dental health, including oral hygiene, food and drink choices. » How to benefit from and stay safe in the sun. » How and why to balance time spent online with other activities. » How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep. » How to manage the influence of friends and family on health choices.</p>	<p>Children should: Know how mental and physical health are connected, and how each can affect the other. Know that positive friendships and involvement in clubs, teams, and community groups can support emotional wellbeing and a sense of identity. Know how to make choices that support a balanced, healthy lifestyle, including: Know how to plan and prepare meals that are nutritious and support good health. » Know how to stay physically active and understand why regular movement is important for long-term wellbeing. Know how to care for your teeth and gums through proper oral hygiene and healthy food and drink choices. Know how to stay safe in the sun while still benefiting from time spent outdoors. Know how and why it's important to balance time spent online with other activities like hobbies, exercise, and face-to-face interaction. Know how sleep contributes to good health, what happens when sleep is poor, and strategies to improve sleep quality. Know how friends and family can influence your health-related decisions and how to make choices that are right for you.</p>
<p>Core theme Two: Friendship and Communities including who is special to us,, hopes and fears for the year ahead, belonging to a community, rights and responsibilities, and becoming independent</p>	<p>Children should Know what democracy is (applied to pupil voice in school). Know that their own actions affect themselves and others. Know how groups work together to reach a consensus. Know that having a voice and democracy benefits of the school community. Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. Know what is meant by a diverse community; how different groups make up the wider/local community around the school. Know how the community helps everyone to feel included and values the different contributions that people make. Know how to be respectful towards people who may live differently to them.</p>	<p>Children should; Know what is meant by a 'basic human right' Know why rules and laws are made specifically to protect children. Know what is meant by the UN declaration on the Rights of the Child Know some human rights that relate to their lives1 and are important to them. Know that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) Know why it is very important that people speak out about human rights. Know the relationship between rights and responsibilities. Know rights and responsibilities they have at home, at school, in the community and environment. Know steps they can take and the skills they need to help fulfil duties/responsibilities. Know examples of how they can make a difference to local and world-wide environment issues</p>	<p>Children should: Know that habits can be healthy or unhealthy. Know strategies to help change or break an unhealthy habit or take up a new healthy one. Know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. Know that anyone can experience mental ill-health and to discuss concerns with a trusted adult. Know that mental health difficulties can usually be resolved or managed with the right strategies and support. Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p>	<p>Children should Know that habits can be either healthy or unhealthy, and that they can influence long-term wellbeing. Know strategies to help break or change unhealthy habits and to develop and maintain healthier ones. Know how both legal and illegal drugs can affect physical and mental health, and how to respond to situations involving substance use. Know how to identify early signs of physical or mental ill-health, and what steps to take, including speaking to trusted adults in and outside of school. Know that physical and mental health problems can become more serious if they are not recognised, managed, or treated early. Know that anyone can experience mental ill-health, and that it is important to talk to a trusted adult when feeling concerned. Know that mental health challenges can often be managed or overcome with the right support, strategies, and professional help. Know that Female Genital Mutilation (FGM) is illegal, a violation of human rights, and that concerns about</p>

				yourself or someone else must be reported immediately.
<p>Core Theme Three: Respect including similarities and differences, treating others with respect, stereotyping</p>	<p>Children should:</p> <p>Describe what good listening looks like recognise some ways they can express their own viewpoints constructively.</p> <p>Know how to respond sensitively if they do not agree with what is being said by others.</p> <p>Demonstrate working and discussing in groups and ensuring everyone's view is included.</p> <p>Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another.</p> <p>Give a definition of 'bullying.'</p> <p>Know how, where and when where hurtful teasing and bullying can happen (including online)</p> <p>Describe how teasing, bullying and aggression can make someone feel.</p> <p>Describe some ways of responding if they experience or witness bullying.</p> <p>Explain the importance of telling someone if they know (or think they know) this is happening.</p> <p>Know who to ask for help or report to, what to say and what will happen next.</p> <p>explain what a 'dare' is.</p> <p>Describe feelings they may have about being given a 'dare' or daring someone else.</p> <p>Suggest 'dares' that are ok and explain when 'dares' may not be ok.</p> <p>Know persuasive language that might be used if someone is daring someone else to do something.</p> <p>Know how to say 'No' to a dare they feel unsure about</p> <p>Know who they can go to /talk to if they are worried.</p> <p>Know that people living in the UK come from different origins.</p> <p>Know that people have moved to the UK from all around the world at different times and for different reasons.</p> <p>Know that people also move from the UK to other places in the world.</p> <p>Know some of the different religious and ethnic identities of people living in the UK.</p> <p>Participate in celebrating the range of different identities and cultures in the UK.</p> <p>Know an example of their own family/community customs or traditions.</p> <p>Know why these are important or special.</p> <p>Know different traditions that relate to birth, growing up and food.</p> <p>Know how to compare their own traditions to those of people in other places and say how they are similar or different.</p> <p>Know how we show respect for the views and beliefs of others.</p>	<p>Children should:</p> <p>Know what contributes to someone's identity.</p> <p>Know some of the ways in which people are similar.</p> <p>Know some of the ways in which people are different.</p> <p>Know that we may have things in common with others that we did not immediately realise and that this can help build.</p> <p>friendships</p> <p>Know ways in which we are all similar / part of a human family.</p> <p>Know what is meant by stereotyping.</p> <p>Know some examples of stereotypes (such as gender stereotyping)</p> <p>Know when stereotypes are challenged and</p> <p>Know how this helps to break down the stereotype.</p> <p>Know why it is important for stereotypes to be challenged.</p> <p>Know how it can feel to agree / disagree with someone.</p> <p>Know different ways to demonstrate that we value the others' points of view.</p> <p>Know how sometimes resolving differences means 'agreeing to disagree'</p> <p>Know the concept of compromise and how both parties may need to 'Know a little' to get a 'win-win.'</p> <p>Know the skills we need to practise to resolve differences.</p>	<p>Children should:</p> <p>Know those cultural practices which can harm others (such as FGM and forced marriage) do exist.</p> <p>Know that these are illegal in British law and go against human rights.</p> <p>Know that these human rights laws take precedence over (overrule) any other beliefs, ideas.</p> <p>Know that these laws related to human rights apply to everyone, regardless of family, culture or religion.</p> <p>Know what to do if they come across ideas or beliefs that are in conflict with human rights.</p> <p>Know ideas, beliefs, language, behaviours that may be in conflict with human rights.</p> <p>Know where people can seek help, advice and support from safe sources.</p> <p>Know what is meant by anti-social behaviour.</p> <p>Know the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others.</p> <p>Know why bullying, hurtful behaviour, including when prejudice-based, (e.g., racism, homophobia, and disablist language) is always wrong.</p> <p>Know examples of or demonstrate strategies that can be used to defuse aggressive behaviour.</p> <p>Know when managing other people's behaviour is beyond their ability and where and who to go to for help.</p> <p>Know what someone can do if they are at risk of getting involved in anti-social behaviour themselves.</p> <p>Know appropriate examples of where people can help, advice and support regarding anti-social.</p>	<p>Children should;</p> <p>Know that harmful cultural practices, such as Female Genital Mutilation (FGM) and forced marriage, do exist in some communities.</p> <p>Know that these practices are illegal under British law and violate fundamental human rights.</p> <p>Know that human rights laws take precedence over any cultural, religious, or personal beliefs that contradict them.</p> <p>Know that these laws apply to everyone, regardless of family background, cultural tradition, or religious belief.</p> <p>Know what to do if they encounter ideas or practices that conflict with human rights, and how to respond appropriately.</p> <p>Know how to recognise ideas, language, behaviours, or beliefs that may go against the principles of human rights.</p> <p>Know where people can find safe and trusted sources of help, advice, and support in situations involving human rights concerns.</p> <p>Know what is meant by anti-social behaviour and how it differs from acceptable social conduct.</p> <p>Know the possible physical, emotional, and social effects that anti-social or aggressive behaviour can have on others.</p> <p>Know that bullying, including prejudice-based bullying (e.g. racism, homophobia, disablist language), is always unacceptable and harmful.</p> <p>Know examples of strategies that can be used to calm or defuse situations involving aggression or conflict.</p> <p>Know when a situation involving someone else's behaviour is beyond their control and when to seek help from a trusted adult or authority.</p> <p>Know what actions they can take if they feel at risk of becoming involved in anti-social or harmful behaviour themselves.</p> <p>Know examples of reliable sources where individuals can go for advice, help, and support in relation to anti-social behaviour or related concerns.</p>
<p>Core theme; Four. E-safety including online searches, rules and principle, keeping safe,</p>	<p>Children should:</p> <p>Know 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.</p>	<p>Children should:</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships,</p>	<p>Children should:</p> <p>Know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</p> <p>Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p>	<p>Children should:</p> <p>Know the media, including online platforms and experiences, can influence people's wellbeing — affecting their thoughts, emotions, and behaviours.</p> <p>Know that not everything is suitable to be shared online or on social media, and that there are legal and safety rules around sharing content, especially images.</p>

<p>manipulation and deceit technology at home and school, websites apps and online services, taking responsibility, bullying and abuse online, media literacy and digital resilience.</p>	<p>Know 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 Know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Know 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.</p>	<p>including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Know how information and data is shared and used online. that for most people the internet is an integral part of life and has many benefits.</p>	<p>Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</p> <p>Know how text and images can be manipulated or invented; strategies to recognise this.</p> <p>Know how to evaluate how reliable different types of online content and media are, e.g., videos, blogs, news, reviews, adverts.</p> <p>Know how to recognise unsafe or suspicious content online and what to do about it.</p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence.</p> <p>them</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	<p>Know that the media can present mixed or biased messages — including those about health, current events, or different social groups — and that these can shape people's views and choices.</p> <p>Know that text, images, and videos can be digitally altered, manipulated, or entirely fabricated, and learn strategies to identify when this is the case.</p> <p>Know how to assess the reliability of different types of online content, such as blogs, news articles, videos, reviews, and advertisements.</p> <p>Know how to spot unsafe, suspicious, or inappropriate online content and understand what steps to take to stay safe.</p> <p>Know how online information can be ranked, selected, and targeted to individuals and groups to influence opinions, behaviours, and consumer choices.</p> <p>Know how to decide whether online or media content is appropriate for their age and values, and when to avoid or question what they see.</p> <p>Know how to respond to online content that is upsetting, frightening, misleading, or false — including how and when to report it.</p> <p>Know the risks associated with gambling-related behaviours, what factors may lead someone to gamble, and the potential impact it can have on their life.</p> <p>Know how to engage in respectful discussions and debates, considering different viewpoints and reflecting on the factors that influence people's decisions.</p>
<p>Core theme: Five Being safe including promises and secrets, dangers in the home, personal space, personal boundaries</p>	<p>Children should:</p> <p>Know examples of what is meant by risk, danger and hazard.</p> <p>Know potential risk in different familiar situations.</p> <p>Know whether a risk is appropriate for them to manage themselves.</p> <p>Know or demonstrate how to manage risk safely (e.g., crossing the road)</p> <p>Know where they can get help if they feel a situation is risky or dangerous Know people who help them to stay healthy and stay safe.</p> <p>Know examples of how they are helped to stay healthy and stay safe in a variety of places and situations.</p> <p>Know examples of how they help to keep themselves (or others) safe.</p> <p>Know that they should always report things that mean they or others may not be safe.</p> <p>Know different ways asking for help – including online.</p> <p>Know appropriate people to tell or talk with about their concerns</p>	<p>Children should:</p> <p>Know examples of the sorts of things that people want share with others – (including special people, classmates, everyone)</p> <p>Know things / times when people might want or need to keep privacy.</p> <p>Know why it is important to respect privacy.</p> <p>Know ways people can keep personal boundaries / privacy in different contexts (including online)</p> <p>Know what happens when a privacy may need to be broken and when this would be important.</p> <p>Know that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private)</p> <p>Know how the need for privacy changes as they get older (grow from child to teenager</p> <p>Know that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)</p> <p>Know what to do if something that should have been kept private is shared more widely (such as a phone number or password)</p> <p>Know that although we have a right to privacy, some things should never be kept secret or private and when this might be</p>	<p>Children should:</p> <p>Know the range and intensity of feelings and emotions and how these change.</p> <p>over time</p> <p>Know situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)</p> <p>Know the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome.</p> <p>Know positive strategies for managing feelings.</p> <p>Know that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available.</p> <p>Know where they and others can ask for help and support with their feelings.</p> <p>Know how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online)</p> <p>Know the difference between a risk, a danger and a hazard in different situations.</p> <p>Know their personal responsibility to self and others when managing risk, danger and hazard.</p> <p>Know how to evaluate the level of risk in different situations by predicting possible consequences and their likelihood.</p> <p>Know that risk can depend on who is there, where it is and what it is!</p> <p>suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice.</p> <p>Know that everyone has a right to look after and protect their own body.</p>	<p>Children should;</p> <p>Know the wide range of feelings and emotions people can experience, and how the intensity of these feelings can change over time.</p> <p>Know that people may experience conflicting or mixed emotions in certain situations, such as during times of change or when facing difficult decisions.</p> <p>Know that emotions can serve a helpful purpose, but also that some feelings may need to be managed or overcome in order to make positive choices.</p> <p>Know positive and healthy strategies for managing a variety of emotions, including stress, anxiety, and anger.</p> <p>Know that if someone is experiencing persistent negative emotions, there is help, advice, and support available.</p> <p>Know where they and others can go to seek help and support with their emotions and mental wellbeing.</p> <p>Know that growing older often comes with increased freedom, and that this may involve facing more risks, including while travelling (e.g. road, rail, water) or when online.</p> <p>Know the difference between a risk, a danger, and a hazard, and how each may appear in everyday life.</p> <p>Know their personal responsibility to protect themselves and others by managing risks, dangers, and hazards sensibly.</p> <p>Know how to assess the level of risk in different situations by thinking about possible outcomes and how likely they are to happen.</p> <p>Know that the level of risk can change depending on who is involved, where the situation takes place, and what is happening.</p>

			<p>Know what the letters 'FGM' stand for and that it is also known by other words (e.g., 'cutting')</p> <p>Know that FGM physical abuse and to do this to someone is a serious crime (is illegal)</p> <p>Know the importance of telling a trusted adult quickly if they think this might happen.</p>	<p>Know how to reduce or manage risk, including using safety strategies and knowing when and how to ask for help or advice.</p> <p>Know that every person has the right to protect and take care of their own body.</p> <p>Know what the letters <i>FGM</i> stand for (Female Genital Mutilation) and that it may be referred to using other terms, such as "cutting."</p> <p>Know that FGM is a form of physical abuse and is illegal — carrying out or assisting in FGM is a serious criminal offence.</p> <p>Know the importance of telling a trusted adult immediately if they are concerned that FGM may happen to themselves or someone they know.</p>
<p>Core theme: Six Economic wellbeing including value of money, saving for a reason, fundraising for charity, sustainability,</p>	<p>Children should;</p> <p>Know what the earth's resources are used for (electricity, heating, food, paper, fuel etc.)</p> <p>Know that there is a limited supply of the earth's resources.</p> <p>Know that if one group of people use all the resources there are not enough for others and how this relates to the environment.</p> <p>Know what can be done in school to help environmental sustainability (e.g., paper recycling, saving water, composting, saving energy)</p> <p>Know that being enterprising is about having an idea, developing it and gaining something (e.g., money) from doing so.</p> <p>Know examples of being enterprising in school (e.g., eco council growing and selling produce, toy sales, fundraising events)</p> <p>Know or demonstrate some of the skills that are needed to help to raise / make money at these events.</p> <p>Know that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime.</p> <p>Know that some jobs are paid more than others and some may be voluntary (unpaid).</p> <p>Know about the skills, attributes, qualifications and training needed for different jobs.</p> <p>Know how to question and challenge stereotypes about the types of jobs people can do.</p> <p>Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p> <p>Know some effective workplace skills.</p> <p>Children know that the demand for certain jobs changes and evolves. Children know that some jobs have not been discovered.</p>	<p>Children should:</p> <p>Know what can influence people's decisions; look at advertising, emotional responses to advertising, social conscience, global influence and change.</p> <p>Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Children should</p> <p>Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p>Children should</p> <p>Know about the role that money plays in their own life and the lives of others, including how it is earned, spent, saved, and shared.</p> <p>Know how to manage money responsibly, including budgeting, saving, and making informed spending choices.</p> <p>Know what it means to be a critical consumer, including how to assess value for money and question advertising, marketing, and product claims..</p>
<p>Core theme: Seven. Emotional wellbeing</p>	<p>Children should</p> <p>Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>Know how to recognise if others are feeling lonely and excluded and strategies to include them.</p> <p>Know how to build good friendships, including identifying qualities that contribute to positive friendships.</p> <p>Know that friendships sometimes have difficulties, and how to</p>	<p>Children should:</p> <p>Know how to recognise personal qualities and individuality.</p> <p>Know how to develop self-worth by identifying positive things about themselves and their achievements.</p> <p>Know how their personal attributes, strengths, skills and interests contribute to their self-esteem.</p> <p>Know how to set goals for themselves.</p>	<p>Children should:</p> <p>Know the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together.</p> <ul style="list-style-type: none"> • Know that people have the right to choose the person they may marry • Know that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family) 	<p>Know how mental and physical health are linked.</p> <p>Know how positive friendships and being involved in activities such as clubs, school and community groups support wellbeing.</p> <p>Know how to manage the influence of friends and family on health choices.</p> <p>Know how to manage and contribute to situations involving them.</p> <p>Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</p>

	<p>manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</p> <p>Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>Know how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking</p>	<ul style="list-style-type: none"> • Know that no one should feel “forced” to marry and that this / forced marriage¹ is illegal • Know the difference between arranged marriage and forced marriage¹ • Know where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so 	<p>Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.</p> <p>Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p>
<p>Core theme: Eight.</p> <p>Growing and changing including key facts about puberty and the changing adolescent body</p>		<p>Know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>Know. about human reproduction</p>	<p>Children should:</p> <p>Know where pressure including positive and negative influences on behaviour and attitudes come from</p> <p>Know examples of how the media influences opinions and attitudes.</p> <p>Know how the need for peer approval can put pressure on us to do what others say or do.</p> <p>Know that peers’ acceptance or approval rarely depends on this.</p> <p>Know and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively.</p> <p>Know when someone might need to seek further help or advice.</p> <p>Know how to access appropriate help, advice and support.</p> <p>know how to manage physical changes of puberty.</p> <p>Know how to manage some of the emotional changes associated with puberty.</p> <p>Know different examples of change that occur in life and how these can cause conflicting feelings and emotions.</p> <p>Know when / why change might include feelings of loss.</p> <p>know the process of grieving, how it can feel and how grief is expressed.</p> <p>Know practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</p> <p>Know what helps people to cope with the feelings associated with loss, change and transition.</p> <p>Know appropriate places to ask for help and support for different aspects of change.</p> <p>Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>Know how to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>Are informed and have the knowledge about transitional changes to secondary school</p>	<p>Know the links between love, committed relationships/marriage and conception.</p> <p>Know the names of male and female body parts associated with conception.</p> <p>Know how the sex parts relate to how a baby is made.</p> <p>Know that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</p> <p>Know what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.</p> <p>Know in simple terms what is meant by ‘consenting’/‘consent.’</p> <p>Know what pregnancy means, how long it lasts and where it occurs.</p> <p>Know the different responsibilities of parents and carers and how having a baby changes their life.</p> <p>Know that pregnancy can be prevented with ‘contraception.’</p> <p>Know that condoms can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections</p> <p>Know that women can take a pill to stop an egg from being released and that this is another form of contraception.</p>
<p>Core Theme: Nine</p> <p>Physical Wellbeing/Health and wellbeing including keeping our bodies healthy, growing and staying healthy, keeping safe at home and school, personal</p>	<p>Children should</p> <p>Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</p> <p>Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</p> <p>Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</p>	<p>Children should:</p> <p>Know how regular physical activity benefits bodies and feelings.</p> <p>Know how to be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>Know how to make choices about physical activity, including what and who influences decisions.</p> <p>Know how the lack of physical activity can affect health and wellbeing.</p>	<p>Children should:</p> <p>Know how to recognise and respect similarities and differences between people and what they have in common with others.</p> <p>Know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</p> <p>Know how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and</p>	<p>Children should;</p> <p>Know how to recognise and respect similarities and differences between people and understand what they may have in common with others.</p> <p>Know that a person’s identity is shaped by a range of factors, such as ethnicity, family, culture, faith, gender, interests, and personal preferences.</p> <p>Know that individuality and personal qualities contribute to a person’s identity, including that gender identity is a part of this and may not always align with biological sex.</p>

<p>attributes and qualities, basic hygiene, recognising risks and rules, healthy eating and teeth, sleep and first aid, drugs alcohol and tobacco.</p>	<p>Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>Know how to eat a healthy diet and the benefits of nutritionally rich foods.</p> <p>Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</p> <p>Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</p> <p>Know how people make choices about what to eat and drink, including who or what influences these.</p> <p>Know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</p> <p>Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p> <p>Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>Know that if someone has experienced a head injury, they should not be moved.</p> <p>Know when it is appropriate to use first aid and the importance of seeking adult help</p>	<p>for some people does not correspond with their biological sex).</p> <p>Know about stereotypes and how they are not always accurate and can negatively influence behaviours and attitudes towards others.</p> <p>Know how to challenge stereotypes and assumptions about others.</p> <p>Know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</p> <p>Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>Know how laws surrounding the use of drugs exist to protect them and others.</p> <p>Know why people choose to use or not use different drugs.</p> <p>Know how people can prevent or reduce the risks associated with them.</p> <p>Know that for some people, drug use can become a habit which is difficult to break.</p> <p>Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p> <p>Know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>	<p>Know what stereotypes are, how they can be inaccurate or unfair, and the negative impact they can have on attitudes and behaviour.</p> <p>Know how to question and challenge stereotypes and assumptions in respectful and informed ways.</p> <p>Know how drugs commonly found in daily life — such as nicotine (smoking/vaping), alcohol, caffeine, and some medicines — can affect physical and mental wellbeing.</p> <p>Know that some drugs are legal but may still be regulated or restricted, while others are illegal to possess or use.</p> <p>Know that drug laws are in place to protect individuals and the wider community from harm.</p> <p>Know why people might choose to use or avoid different substances, and how personal and social influences can affect these choices.</p> <p>Know how people can prevent or reduce the health and safety risks linked to drug use.</p> <p>Know that drug use, including substances like nicotine and alcohol, can become a habit that is difficult to stop without support.</p> <p>Know how specialist organisations and services can support people who want to stop smoking or address concerns about drug use.</p> <p>Know how to ask for help from a trusted adult if they have worries or questions about drugs, either for themselves or someone else.</p>
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