**PSHE Scheme of work Sutton Veny CofE Primary school**

PSHE education offers both explicit and implicit learning opportunities and experiences. It builds skills to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps children to cope with changes, introduces them to a wider world and enables them to make an active contribution to their communities. **Teaching the factual knowledge is essential but teachers should also draw on their knowledge of their own class, for example through discussion with children during circle time, in order to match and adjust the taught curriculum to the needs of their pupils.**

**AUTUMN TERM’s 1 and 2-Core theme-Relationships**

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| **C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0K6X5RNH\Cartoon_Family[1].jpgRelationships (Taught alongside Anti-bullying week/Safer Internet week)** |
| **Year group** | **Objectives** | **Learning opportunities** | **Possible resources** |
| 1 | * I know how to recognise and manage emotions within a range of relation-ships
* I show respect for other people (BV)
* I know how to recognise risky or negative relation-ships including all forms of bullying and abuse
* I know that each other’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* I know the conventions of courtesy and manners towards others.
* I know that families are important to me and that they can give love, security and stability
 | * To communicate their feelings to others, to recognise how others show feelings and how to respond positively and respectfully
* To recognise that their behaviour can affect other people
* The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
* To recognise what is fair and unfair, kind and unkind, what is right and wrong
* To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
* That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
* To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
* To identify special people (family/friends/carers), what makes them special and how special people should care for one another.
* To learn about the ‘PANTS’ rule through our ‘Children in need’ assemblies.
 | Learn 4 life-Autumn 2 resources-Year 1 ‘Out and about’Learn 4 life-Spring 2-Year 1-‘My friends and family resources’Learn 4 life-Summer 2-year 1-‘Ready, Steady, Go!’ personal safety resources<http://www.primaryresources.co.uk/pshe/pshe1.htm>(Friendship and relationship resources) |
| 2 | * I know how to recognise and manage emotions within a range of relation-ships
* I understand the characteristics of healthy family life; commitment to each other including in times of difficulty, protection and care of each other, spending time together and sharing each other’s lives.
* I know how important friendships are in making me feel happy and secure and how people choose and make friends.
* I know that in school and the wider society I should be treated with respect by others, and that I should show respect to others, including those in authority.
* I know how to recognise risky or negative relation-ships including all forms of bullying and abuse, and how to report feelings of being unsafe or feeling bad about any adult.
 | * To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class respectfully
* To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
* To know they belong to different groups and communities such as family and school, and how these groups ‘work’.
* To offer constructive support and feedback to others
* To identify and respect the differences and similarities between people
* To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
* Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
* 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)
 | Autumn 1-Year 2-‘Our Happy School’ resources<https://education.rspca.org.uk/education/teachers/primary/compassionateclass> <http://www.primaryresources.co.uk/pshe/pshe1.htm>(Friendship and relationship resources) |
| 3 | * I know how to develop and maintain a variety of healthy relation-ships, within a range of social/

cultural contexts* I know the characteristics of friendship includes mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.
* I know that other families in school or in the world sometimes look different from my own family but that I should respect those differences and know that other children’s families are also characterised by love and care.
* I know the importance of respecting others even when they are very different to me (physically, in character or personality, in background, choices, preferences or beliefs)
* I know how to respond safely and appropriately to adults I may encounter (including online), whom I do not know.
* I know how to ask for advice or help for myself or others and to keep trying until I am heard.
 | * To recognise and respond appropriately to a wider range of feelings in others
* To be trained in conflict management
* To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships including those between acquaintances, friends, relatives and families
* To recognise different types of relationships, including those between acquaintances, friends, relatives and families.
* To recognise, respect and celebrate equality and diversity
* That their actions affect themselves and others
* To judge what kind of physical contact is acceptable or unacceptable and how to respond.
* To work collaboratively towards shared goals.
 | Learn 4 life-Spring 2-Year 3-‘My friends and family’ resources<https://www.alzheimers.org.uk/sites/default/files/2020-01/alzheimers_society_-_key_stage_one_ni.pdf> <http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf>  |
| 4 | * I know practical ways I can take in a range of different contexts to improve or support respectful relationships.
* I know that healthy friendships are positive and welcoming towards others, and do not make others feel excluded or lonely.
* I know that stable caring relationships, which may be of different types, are at the heart of happy families and are important to make feel children feel secure as they grow up.
* I know how to respect equality and diversity in relation-ships
* I under-stand how to respond to risky or negative relation-ships, including all types of bullying, the impact of bullying, responsibilities of bystanders and how to get help with bullying.
* I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
 | * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
* To give rich and constructive feedback and support to benefit others as well as themselves
* To recognise and challenge stereotypes
* To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
* To recognise different types of relationship.
* To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view
 | Learn 4 life-Autumn 1-Year 4-‘Our happy school’ resources<https://www.coramlifeeducation.org.uk/adoptables/> <http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf>  |
| 5 | * I know how to develop and maintain a variety of healthy relation-ships, within a range of social/

cultural contexts* I know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or strengthened and that resorting to violence is never right.
* I know how to respect equality and diversity in relation-ships
* I know how to recognise if family or other relationships are making me feel unhappy or unsafe and how to seek help or advice from others if needed.
* I know what sorts of boundaries are appropriate in friendships with peers and others (including digital contexts).
* I understand the importance of self-respect and how this links to my own happiness.
 | * How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media
* To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)
* The concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’
* Understanding how different relationships work; including respectful communication, making and keeping friends.
* Knowing what ‘equality’ and diversity mean, and how this has changed over time
 | <https://plprimarystars.com/> <https://www.theguardian.com/newswise> Learn 4 life-Autumn 2-Year 5-‘Out and about’ resources[www.equaliteach.co.uk](http://www.equaliteach.co.uk)  |
| 6 | * I know how to develop and maintain a variety of healthy relation-ships, within a range of social/

cultural contexts* I know 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.
* I know how to respect equality and diversity in relation-ships
* I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
* I know that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
* I know how to recognise who to trust and who not to trust, how to judge when a relationship is making me feel unhappy or uncomfortable, manage conflict, how to manage these situations and ow to seek advice or help if needed.
* I know about the concept of privacy and the implications of it for myself and adults; including it is not always right to keep secrets if they relate to being safe.
* I know the importance of permission-seeking and giving in relationships with friends, peers and adults.
 | * That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
* To understand how different relationships works, including respectful communication and understanding of difference.
* That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)
* To recognise and manage ‘dares’
* To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
* To know when to say ‘Yes’, ‘No’, ‘I’ll ask’ or ‘I’ll tell’.
 | Learn 4 life-Autumn 2-Year 6-‘Out and about’ safety resources<https://www.theguardian.com/newswise> <https://plprimarystars.com/resources> [www.educateagainsthate.com](http://www.educateagainsthate.com)  |

**SPRING TERM’s 3 and 4-Core theme- Living in the Wider World (Economic wellbeing and being a responsible citizen)**

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| **C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9Q2JVL85\web%20photo-children%20around%20the%20world_2[1].jpg Living in the Wider World (Economic wellbeing and being a responsible citizen) Taught alongside R.E. and including ‘British values’ –Democracy/The Rule of law/Individual liberty/mutual respect for and tolerance of those with different faiths and beliefs and those without faith.** |
| **Year group** | **Objective** | **Learning opportunities** | **Possible resources** |
| 1 | * I know about different groups and communities
* I appreciate and respect my own and other cultures (BV)
* I have self-knowledge, good self-esteem and self-confidence (BV)
* I understand the part that money plays in people’s lives.
 | * How they can contribute positively to the life of the classroom, school and wider community
* To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
* That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
* That they belong to different groups and communities such as family and school
* To understand about their own culture (their heritage and traditions) and those of others.
* About the role money plays in their lives.
 | <https://www.valuesmoneyandme.co.uk/> Autumn 1-year 1 ‘Our Happy School’ resourcesSpring 2-year 1-‘Going for goals’ jobs resources. |
| 2 | * I know about respect for self and others and the importance of responsible behaviours and actions (BV)
* I know about different groups and communities
* I appreciate and respect my own and other cultures (BV)
* I understand the part that money plays in people’s lives.)
 | * What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
* Ways in which they are all unique; understand that there has never been and will never be another ‘them’
* Ways in which we are the same as all other people; what we have in common with everyone else
* About their own culture (traditions and beliefs in their everyday lives), and the culture of others in their school/local area/nationally)
* About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
* That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
* About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
 | <https://www.valuesmoneyandme.co.uk/> Learn 4 life-Spring 2-Year 2-‘Going for goals’ money resources |
| 3 | * I know about rights and responsibilities as members of families, other groups and ultimately as citizens
* I appreciate and respect my own and other cultures (BV)
* I know the difference between right and wrong, in relation to school rules and the laws of Britain (BV)
* I know about where money comes from, keeping it safe and the importance of managing it effectively
 | * That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
* Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (have respect for democracy an democratic processes BV)
* To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
* That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.)
* To understand about their own culture (their heritage and traditions) and those of others.
 | Learn 4 life-autumn 1-Year 3-‘Our happy school’ resourcesLearn 4 life-Spring 1-Year 3-‘Looking forward’ resources.[www.mymoneysense.com](http://www.mymoneysense.com)[www.schools.fairtrade.org.uk/resources](http://www.schools.fairtrade.org.uk/resources)[www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2](http://www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks2)  |
| 4 | * I know about rights and responsibilities as members of families, other groups and ultimately as citizens
* I appreciate and respect my own and other cultures (BV)
* I know about and respect public institutions and services in Britain (BV)
* I know about where money comes from, keeping it safe and the importance of managing it effectively
 | * To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (rights and responsibilities)
* To understand about their own culture (their heritage and traditions) and those of others.
* To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
* To understand institutions and services such as local councils/parliament/the emergency services.
* About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer
 | Learn 4 life-Spring 1-Year 4-‘Looking forward’ resources.[www.oxfam.org.uk/education/resources](http://www.oxfam.org.uk/education/resources)[www.mymoneysense.com](http://www.mymoneysense.com)  |
| 5 | * I know about the importance of respecting and protecting the environment
* I have a basic understanding of enterprise
* I know how to respect diversity and equality and how to be a productive member of a diverse community
* I appreciate and respect my own and other cultures (BV)
 | * To explore and critique how the media present information.
* What is meant by enterprise and begin to develop enterprise skills
* To consider the lives of people living in other places, and people with different values and customs
* To recognise the role of voluntary, community and pressure groups, especially in relation to the environment, or health and wellbeing
* That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
 | <https://www.gov.uk/government/organisations/environment-agency> Autumn 1-year 5 ‘Our Happy School’ resourcesLearn 4 life-Spring 1-Year 5-‘Looking forward’ resources.[www.redcross.org.uk/get-involved/teaching-resources](http://www.redcross.org.uk/get-involved/teaching-resources) [www.young-money.org.uk](http://www.young-money.org.uk) |
| 6 | * I have a basic understanding of enterprise
* I know how to respect diversity and equality and how to be a productive member of a diverse community
* I appreciate and respect my own and other cultures (BV)
* I understand how I can contribute positively to the lives of those living and working in the locality of the school and to society more widely (BV)
 | * To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
* To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)
* What being part of a community means, and about the varied institutions that support communities locally and nationally
* To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
* To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices
 | <https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe> Autumn 1-year 6 ‘Our Happy School’ resourcesLearn 4 life-Spring 1-Year 6-‘Looking forward’ resources.[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk) [www.young-money.org.uk](http://www.young-money.org.uk)  |

**SUMMER TERM’s 5 and 6-Core theme- Physical Health and Mental Wellbeing**

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| **C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V0FG6ITT\heart-in-hands[1].png Physical Health and Mental wellbeing (taught alongside Science, P.E and SE)** |
| **Year group** | **Objectives** | **Learning opportunities** | **Possible resources** |
| 1 | * I know what is meant by a healthy lifestyle
* I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
* I can judge how I am feeling and how I am.
* I know how to share worries.
* I recognise how I might change over time.
 | * What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
* About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
* The importance of, and how to, maintain personal hygiene
* How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
* What is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy
* About the ways that pupils can help the people who look after them to more easily protect them (sharing worries)
* About the process of growing from young to old and how people’s needs change
 | NSPCC PANTS resources<https://www.dentalhealth.org/key-stage-one> <https://nationalschoolspartnership.com/initiatives/soaper-heroes/> Learn 4 life-Spring 1-Year 1-‘Going for goals’ self- awareness resources.Learn 4 life-Summer 1-Year 1-‘Healthy bodies, Healthy minds’ resources[www.bbc.com/education/topics/zmkqhyc/resources/1](http://www.bbc.com/education/topics/zmkqhyc/resources/1) (mental and emotional wellbeing video clips) |
| 2 | * I know how to maintain physical, mental and emotional health and wellbeing
* I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.
* I understand the facts and science relating to allergies, immunisation and vaccination.
* I understand how to share worries and concerns.
* I can self-reflect about how to keep myself and others safe.
* I can make sensible, informed choices, including what constitutes a healthy diet (including calories and nutritional content)
* I know how to recognise and talk about emotions, including using a varied vocabulary of words to use about my own and others feelings.
 | * To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
* About growing and changing and new opportunities and responsibilities that increasing independence may bring
* About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
* That household products, including medicines, can be harmful if not used properly
* About change and loss and the associated feelings (including moving home/school, losing family or friends)
* To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
* Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
* To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets
 | NSPCC PANTS resourcesLearn 4 life-Autumn 2-Year 2-‘Out and about’ safety resourcesLearn 4 life-Spring 2-Year 2-‘My friends and family’ resourcesLearn 4 life-Summer 1-Year 2-‘Healthy bodies and Minds’ resourcesLearn 4 life-Summer 2-year 2-‘Ready, Steady, Go!’-changes and choices resources.[www.bbc.com/education/topics/zmkqhyc/resources/1](http://www.bbc.com/education/topics/zmkqhyc/resources/1) (mental and emotional wellbeing video clips) |
| 3 | * I can identify different influences on health and wellbeing; including knowing bullying (including cyberbullying), has a negative and often lasting impact on mental wellbeing.
* I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.
* I know there is a normal range of emotions (e.g. happy/sad/anger/fear/surprise/nervous), that all humans experience in relation to different experiences and situations.
* I know how to make a clear and efficient call to the emergency services if necessary.
* I know the concepts of basic first-aid, for example dealing with common injuries, including head injuries.
* I know how to find help, and understand decision making.
* I understand many ways to keep myself safe, including about safe/unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer.
 | * Strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)
* Developing skills and strategies to be calm; including stilling and mindfulness.
* What positively and negatively affects their physical, mental and emotional health
* School rules about health and safety, basic emergency aid procedures, where and how to get help.
* To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
* To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’
* That bacteria and viruses can affect health and that following simple routines can reduce their spread
* 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
 | NSPCC-‘Speak out, stay safe’ resourcesSt John’s ambulance resourcesLearn 4 life-Autumn 2-Year 3-‘Out and about’ resources.Learn 4 life-Summer 1 –Year 3-‘Healthy bodies, Healthy minds’ resources.Learn 4 life-Summer 2-Year 3-‘Ready, Steady, Go’ resources[www.bbc.com/education/topics/ztkk7ty/resources/1](http://www.bbc.com/education/topics/ztkk7ty/resources/1) (Emotional wellbeing video clips)[www.bbc.com/education/topics/ztn4d2p](http://www.bbc.com/education/topics/ztn4d2p) (Health and fitness video clips) |
| 4 | * I know ways of keeping physically and emotionally safe and healthy, including how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
* I know that mental wellbeing is a normal part of daily life in the same way as physical health.
* I know how isolation and loneliness can affect children and that it is important to discuss feelings with an adult and get support.
* I know key facts about puberty and my changing body, including physical and emotional changes.
* I know about menstrual wellbeing including key facts about the menstrual cycle.
* I understand about choice and risk.
* I understand how to calm myself and mange difficult feelings.
 | * . How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’
* Developing skills and strategies to be calm; including stilling and mindfulness.
* To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
* To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
* To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
* To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
 | NSPCC-‘Speak out, stay safe’ resources MEDWAY SRE schemeLearn 4 life-Autumn 2-Year 4-‘Out and about’ resources.Learn 4 life-Spring 1-Year 4-‘My friends and family’ resourcesLearn 4 life-Summer 1 –Year 4-‘Healthy bodies, Healthy minds’ resources.Learn 4 life-Summer 2-Year 4-‘Ready, Steady, Go’ resources[www.bbc.com/education/topics/ztkk7ty/resources/1](http://www.bbc.com/education/topics/ztkk7ty/resources/1) (Emotional wellbeing video clips)[www.tes.com/teaching-resource/mindfulness-activities-edition-one-the-basics-11044473](http://www.tes.com/teaching-resource/mindfulness-activities-edition-one-the-basics-11044473) https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special |
| 5 | * I know how to make informed choices about health and wellbeing, including the characteristics and mental and physical benefits of an active lifestyle.
* I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
* I know the characteristics of a poor diet and risks associated with unhealthy eating (obesity/tooth decay), and other behaviours (e.g. the impact of alcohol on diet/health)
* I know where and how to seek support (including recognising the triggers to seek support), including who I can speak to in school if I am worried about my own or someone else’s mental wellbeing, physical health or ability to control emotions (including issues arising online).
* I know how to judge whether what I am feeling and how they are behaving is appropriate and proportionate.
* I know key facts about puberty and my changing body, including physical and emotional changes, transition and loss.
* I know about menstrual wellbeing including key facts about the menstrual cycle.
 | * Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
* About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
* How their body will, and their emotions may, change as they approach and move through puberty
* About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers
* To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
* How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
* Developing skills and strategies to be calm; including stilling and mindfulness.
 | NSPCC-‘Speak out, stay safe’ resourcesMEDWAY SRE schemeLearn 4 life-Spring 2-Year 5-‘My friends and family’ resourcesLearn 4 life-Summer 1 –Year 5-‘Healthy bodies, Healthy minds’ resources.[www.mentallyhealthyschools.org.uk/teaching-resources](http://www.mentallyhealthyschools.org.uk/teaching-resources) <https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special>  |
| 6 | * I know the importance of building regular exercise into daily and weekly routines and how to achieve this e.g. walking/cycling/daily mile or other regular, vigorous exercise.
* I know how to manage risks to physical and emotional health and wellbeing, including the risk associated with an inactive lifestyle (including obesity)
* I know the principles of planning and preparing a range of healthy meals.
* I know the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.
* I know it is common for people to experience mental ill health, and that the problems can be resolved if the right support is made available and accessed early enough.
* I know simple self-care techniques, including rest, time spent with family and friends, and the benefits of hobbies and interests.
* REVIEW FROM YEAR 5-- I know key facts about puberty and my changing body, including physical and emotional changes, transition and loss.
* REVIEW FROM YEAR 5-- I know about menstrual wellbeing including key facts about the menstrual cycle.
 | * How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
* The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
* To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
* What is meant by the term ‘habit’ and why habits can be hard to change
* Which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
* About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
* Developing skills and strategies to be calm; including stilling and mindfulness.
 | MEDWAY SRE schemeLearn 4 life-Spring 2-Year 6-‘My friends and family’ resourcesLearn 4 life-Summer 1 –Year 6-‘Healthy bodies, Healthy minds’ resources.NSPCC-‘Speak out, stay safe’ resources[www.mentallyhealthyschools.org.uk/teaching-resources](http://www.mentallyhealthyschools.org.uk/teaching-resources)[www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health](http://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health)https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special |