

Personal, Social, Health, Citizenship & Economic Education (PSHCE)

Including Relationships & Sex Education (RSE)



Intent

At Longthorpe we believe that PSHCE teaching forms part of the whole curriculum and we aim to incorporate it within many other subjects. We recognise that in our local context, elements of the Department for Education's statutory guidance and recommendations from the Cambridgeshire PSHE Service Primary Personal Development Programme are vital for our children, in order to give them a successful start in their subject learning and in the acquisition of pertinent cultural capital. The aims of the school are to ensure that pupils develop and maintain skills and attributes such as: resilience, self-regulation and adaptability; self-esteem and a healthy concept of self; the ability to develop and maintain healthy relationships; risk management; team-working and critical thinking; self-organisation; the ability to identify links between values and beliefs, decisions and actions; empathy and compassion. We provide high quality PSHCE teaching which will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions throughout their lives. Teaching should equip pupils with knowledge about drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. Children attending Longthorpe Primary School come from a wide range of backgrounds and bring a variety of cultural, faith, economic and community differences which need to be taken into account as part of their learning and enable them to gain an understanding of the world around them. For

Longthorpe children, this includes the importance of equality, positive religion and belief relationships, different faith perspectives, families and the various forms in which they exist, positive, healthy friendships and respectful relationships of all kinds, personal safety, physical health and mental wellbeing and building an aspirational self-image. At Longthorpe, we believe that this will involve learning about each concept in an age-appropriate manner and developing this knowledge so that during their progression through school, children know more, remember more and can make decisions more skillfully. As pupils progress, their growing knowledge about each of the key concepts set out below should help them to deepen their understanding in each area and build their confidence in forming and managing their views and skills.

Myself & My Relationships	Citizenship	Healthy & Safer Lifestyles	Economic Wellbeing
Beginning & Belonging My Emotions Family & Friends Anti-Bullying Managing Change	Rights, Rules & Responsibilities Diversity & Communities	Managing Safety & Risk Drug Education Personal Safety Body & Growth Relationships & Sex Healthy Lifestyles	Financial Capability

Implementation

At Longthorpe, we offer a rich, varied, imaginative and progressive PSHCE curriculum to all students, irrespective of their attainment or abilities. This will ensure that they are equipped with skills to be prepared for their individual futures. In order to do this, teachers use and follow the Cambridgeshire PSHE Service Primary Personal Development Programme as well as relevant resources shared by the PSHCE lead during focus weeks, ensuring there is a suitable coverage and focus on the key knowledge and key skills. PSHCE is taught throughout the year as a combination of discrete lessons, as assemblies and by being woven into other curriculum subjects and ongoing daily discussion. Teachers will ensure that children are provided with opportunities to experiment with their views, consider those of others and engage in enriching experiences by taking part in class, year group, phase, whole school and community events and activities such as fundraising projects. During discrete lessons, children spend time recapping what they have already learnt using rolling class evidence books and individual knowledge organisers. Teachers will ensure that within

their teaching, key vocabulary is taught and displayed and children have opportunities to master and apply this within their learning. Teachers ensure that lessons clearly plan for progression to ensure a deepening understanding with which children know more, remember more and can make decisions more skilfully. Recording learning in whole-class floor books provides an opportunity to celebrate children's PSHCE work, to provide a resource which will support them to talk about their learning and a tool for reflecting on their knowledge as it grows.

Anti-Bullying

Children's learning builds from showing an understanding of their own feelings and those of others, discussing differences between falling out and bullying, to an understanding of the commonalities between different types of bullying. They are taught to recognise the characteristics, different forms, who to talk to and how to offer support to others. Children learn how bullying can affect people's mental wellbeing, reasons for collusion and they learn to identify ways to prevent it and call out bullying behaviour both in school and in the wider world.

Relationships & Sex Education (RSE)

Relationships & Sex Education includes learning about emotional, social and physical aspects of life and relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It explores risks, choices, rights, responsibilities and attitudes. It aims to help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Children are taught to develop resilience, thinking critically and developing into empathic, global citizens, who are independent thinkers, have a good sense of self-worth and share understanding around real world issues. The content of our Sex Education programme is gradually developed in an age-appropriate way. Children begin by learning that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. They move on to learn that every human began when a seed from a male and an egg from a female join. Children are taught about changes during puberty before learning about sexual reproduction and other ways that eggs and sperm are joined in age appropriate detail. They learn about birth in age-appropriate ways, reflecting the experiences of children and families they know.

The PSHCE Journey at Longthorpe

EYFS	By the end of the EYFS, children are taught about factors which support their health and wellbeing, the importance of making healthy food choices and how to manage their own basic needs. They learn to identify and express their own feelings, how to build respectful relationships considering the point of view of others and children are taught how to show independence and resilience.
KS1	By the end of KS1, children have been taught how to manage their feelings, how to make friendships and to understand the idea of responsibility. They have begun to learn what bullying and stereotyping are, what different families look like and what it means to be healthy. Children are building on their ability to recognise who they can trust, the nature of stable relationships and they are starting to understand risk. They have been introduced to what medicines are and have been taught names for the main parts of the body. They have been introduced to a basic concept of money and value.
KS2	By the end of KS2, most children understand empathy and have learned how to recognise healthy relationships. They know about the effects of emotions and how to manage their mental health, including how to keep themselves safe both in real and online worlds. The importance of diversity and respect for others has been taught, as well as a knowledge of basic rights, democracy and a deeper understanding of their role in their communities. Children have learned about the impact of prejudice and the pros and cons of social media, building on their understanding of bullying to learn about bystanders and collusion as well as strategies to be assertive. Knowledge about the importance of nutrition, sleep and active lifestyles have been taught as well as some real-life safety and accident prevention skills. Children have learned how drug use affects the body and brain and about laws relating to drug use. They have been taught about personal hygiene, the effects of puberty and most children have built a vocabulary of medical names for body parts. They have begun to build basic financial understanding of saving, spending and budgeting.

Units Overview



Progression of Knowledge and Skills

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myself & My Relationships	Beginning & Belonging	<p>See themselves as a valuable individual.</p> <p>Manage the school day successfully.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Understand simple ways to make school a safe, happy place.</p> <p>Know who to seek help from at home and at school.</p> <p>Know how to help someone feel welcome in class.</p>		<p>Understand what my role is in helping my school be a place where we can learn happily and safely.</p> <p>Know how we can build relationships in our class and how this benefits me.</p> <p>Know what it feels like to be new or to start something new.</p> <p>Know how I can help children and adults feel welcome in school.</p> <p>Know what helps me manage a new situation or learn something new.</p> <p>Know who the different people in my network are who I can ask for help.</p>		<p>The characteristics of healthy friendships on and offline and how do they benefit me.</p> <p>How trust and loyalty feature in my relationships on and offline.</p> <p>The benefits and risks of making new friends, including those I only know online.</p>	
	My Emotions	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings.</p>		<p>Know what I am good at and what is special about me.</p> <p>Know how I can stand up for myself.</p>		<p>Why it is important to accept and feel proud of who we are.</p> <p>What the word 'unique' means and</p>		<p>How to make mental wellbeing a normal part of daily life, in the same way as physical wellbeing.</p>

		<p>Show an understanding of their own feelings and those of others.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>		<p>Name some different feelings.</p> <p>Describe situations in which I might feel happy, sad, cross etc.</p> <p>Know how my feelings and actions affect others.</p> <p>Know how to manage some of my emotions and associated behaviours.</p> <p>Understand the different ways people might relax and what helps me to feel relaxed.</p> <p>Know who to share feelings with.</p>		<p>what to feel proud of about oneself.</p> <p>Why mental wellbeing is as important as physical wellbeing.</p> <p>How to communicate one's emotions.</p> <p>To recognise some simple ways to manage difficult emotions.</p> <p>What it means when someone says I am "over reacting" and how to show understanding towards myself and others.</p> <p>How my actions and feelings affect the way I and others feel.</p> <p>How to care for other people's feelings.</p> <p>Who to talk to about the way I feel.</p> <p>How to disagree without being disagreeable.</p>		<p>What it means to have a 'strong sense of identity' & 'self-respect'.</p> <p>What to do to boost one's self-respect</p> <p>How to manage strong emotions.</p> <p>How to judge if one's own feelings and behaviours are appropriate & proportionate.</p> <p>How to recognise how other people feel and respond to them.</p> <p>What loneliness is and how to manage feelings of isolation.</p> <p>How common mental ill health is and what self-care techniques to use.</p> <p>How and from whom to get support when things are difficult.</p>
	Family & Friends	Talk about members of their immediate family and community.	Describe what a good friend is and does and how it feels to be friends.		What a healthy friendship is and how trust plays an essential part.		Balancing the needs of family & friends & how to manage this.	

		<p>Name and describe people who are familiar to them.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Know why telling the truth is important.</p> <p>Understand what skills are needed to choose, make and develop friendships.</p> <p>Know how friendships might go wrong, and how it feels.</p> <p>Know how to try to mend friendships if they have become difficult.</p> <p>Understand own personal space and how to talk to people about it.</p> <p>Know who is in my own family and how we care for each other.</p> <p>Know my special people, why they are special and how they support me.</p>		<p>What skills are needed for choosing, making and developing friendships and how effective they are.</p> <p>How to help resolve disagreements positively by listening and compromising.</p> <p>Understand empathy with other people in a disagreement.</p> <p>How to check with friends that their personal boundaries have not been crossed.</p> <p>How family members help each other to feel safe and secure even when things are tough.</p> <p>Who is in my network of special people now and how we affect and support each other.</p>		<p>How to communicate, empathise & compromise when resolving friendship issues.</p> <p>How to check that friends give consent on and offline.</p> <p>How people in one's family continue to support each other as things change.</p> <p>Who are in one's networks, on & offline; how these have changed and how we support each other.</p>	
	<p>Managing Change</p>	<p>Manage own needs.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Show independence,</p>		<p>Know how my achievements, skills and responsibilities are changing and what else might change.</p>		<p>Know what changes I and my peers have already experienced and what might happen in the future.</p>		<p>Know what positive and negative changes people might experience.</p> <p>Know how people's emotions evolve</p>

		<p>resilience and perseverance in the face of challenge.</p> <p>Set and work towards simple goals.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>		<p>Know how people might feel during times of loss and change.</p> <p>Know how friendships change.</p> <p>Know what helps me to feel calmer when I am experiencing strong emotions linked to loss and change.</p> <p>Know how people might feel when they lose a special possession.</p> <p>Know that I can make choices about changes.</p>		<p>Know what helps me when I'm experiencing strong emotions due to loss or change.</p> <p>Know what strategies help me to thrive when my friendships change.</p> <p>Know how I might behave when I feel strong emotions linked to loss and change.</p> <p>Know how people might feel when loved ones or pets die, or they are separated from them for other reasons.</p> <p>Know what changes people might welcome and how they can plan for these.</p>		<p>over time as they experience loss and change.</p> <p>Know how I can manage the changing influences and pressures on my friendships and relationships.</p> <p>Know different strategies people use to manage feelings linked to loss and change and how I can help.</p> <p>Know when change might lead to positive outcomes for people.</p> <p>Know what positive and negative changes I have experienced and how these have affected me.</p> <p>Know what strategies will help me to thrive when I move to my next school.</p>
	Anti-bullying	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Why people might fall out with their friends.</p> <p>Describe what bullying is</p> <p>Understand some of the reasons people bully others.</p> <p>Know why bullying is never acceptable or respectful.</p>	<p>Understand how falling out and bullying are different.</p> <p>Know how people use power when they bully others.</p> <p>Identify the key characteristics of different types of bullying.</p> <p>Know how lack of respect and empathy towards others leads to bullying.</p>	<p>Explain the differences between friendship difficulties and bullying.</p> <p>Define the characteristics and different forms of bullying.</p> <p>Understand how people use technology & social media to bully others and how to help others to prevent and manage this.</p>			

			<p>Understand how people might feel if they are being bullied.</p> <p>Know who to talk to if one has worries about friendship difficulties or bullying.</p> <p>Know how to be assertive.</p> <p>Know what to do if someone is being bullied.</p> <p>Know how people help to build positive and safe relationships.</p> <p>Know what our school does to stop bullying.</p>	<p>Know the difference between direct and indirect forms of bullying.</p> <p>Know what bystanders and followers are and how they might feel.</p> <p>Understand that bullying might affect how people feel for a long time.</p> <p>Know how to support people who are being bullied by being assertive.</p> <p>Know how our school prevents bullying and supports people involved.</p>	<p>Know what all types of bullying have in common.</p> <p>Understand that different groups might experience bullying in different ways.</p> <p>Know how people's personal circumstances affect their experiences.</p> <p>Know how prejudice sometimes leads people to bully others.</p> <p>Respond assertively to bullying, online and offline.</p> <p>Know how bullying might affect people's mental wellbeing and behaviour.</p> <p>Know how and why peers might become colluders or supporters in bullying situations.</p> <p>Identify ways of preventing bullying in school and the wider community.</p>			
<p>Citizenship</p>	<p>Rights, Rules & Responsibilities</p>	<p>Explain the reasons for rules, know right from wrong.</p>		<p>Understand how rules and conventions help me to feel happy & safe.</p> <p>Know how I take part in making rules.</p> <p>Know who looks after me and what their responsibilities are.</p> <p>Know what jobs and responsibilities I have in school and at home.</p> <p>Understand I can listen to other people, share my</p>		<p>What it means to be treated and to treat others with respect.</p> <p>Who those in positions of authority within our school and communities are and how can we show respect.</p> <p>Why we need rules and conventions at home and at school.</p> <p>What part one can play in making and changing rules.</p>		<p>Understand the conventions of courtesy & manners and how these vary.</p> <p>Know how one's behaviour online affects others and how to show respect.</p> <p>Why it is important to keep personal information private, especially online.</p> <p>How to contribute to making and changing rules in school.</p>

				views and take turns.		<p>What we mean by rights and responsibilities.</p> <p>What our responsibilities at home and at school are.</p> <p>How we make democratic decisions in school.</p> <p>What a representative is and how we elect them.</p>		<p>How to make a difference in school.</p> <p>What the basic rights of children and adults are.</p> <p>Understand why we have laws in our country.</p> <p>How democracy works in our community and in our country.</p> <p>What councils, councillors, parliament and MPs do.</p> <p>Know how to take part in debate, respectfully listening to other people's views.</p>
	Diversity & Communities	<p>Talk about the lives of people around them and their roles in society.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Know some similarities and differences between</p>	<p>Understand what makes me 'me', what makes you 'you'.</p> <p>Understand whether all boys and all girls like the same things.</p> <p>Know what own family is like and how other families are different.</p> <p>Know what different groups we belong to.</p> <p>Understand what a stereotype is and</p>		<p>Understand what we got in common and how we are different.</p> <p>How others' expectations of girls and boys might affect people's feelings and choices.</p> <p>How our families are the same and how they are different.</p> <p>Know that people who live in one's locality have</p>		<p>How other people's perceptions, views and stereotypes influence one's sense of identity</p> <p>How views of gender affect one's identity, friendships, behaviour & choices.</p> <p>What people's different identities are, locally and in the UK.</p> <p>How to show respect to those with different</p>	

		<p>different religious and cultural communities in this country.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>know how to give some examples.</p> <p>Know who helps people in my locality and what help they need.</p> <p>Understand what 'my community' means and how it feels to be part of it.</p>		<p>different traditions, cultures and beliefs.</p> <p>How valuing diversity benefits everyone.</p> <p>Why stereotypes are unfair and how to challenge them.</p> <p>How do people in my locality benefit from being part of different groups.</p> <p>How we can care for the local environment and what the benefits are.</p> <p>What animals need, and our responsibilities.</p>		<p>lifestyles, beliefs & traditions.</p> <p>Understand the negative effects of stereotyping.</p> <p>Know which wider communities & groups one is part of & the benefits.</p> <p>What voluntary organisations are and how they make a difference.</p> <p>What the role of the media is and how it influences me and my community.</p> <p>Know who cares for the wider environment and what my contribution is.</p>	
<p>Economic Wellbeing</p> <p>Financial Education</p>	<p>Children are introduced to the concept of money in maths.</p>		<p>Know where money comes from and where it goes when we 'use' it.</p> <p>Understand how I might get money and what I can do with it.</p> <p>Know how we pay for things.</p> <p>Know what it means to have more or less money than you need.</p>		<p>Know what different ways there are to earn and spend money.</p> <p>Think about what saving, spending and budgeting mean to me.</p> <p>Know how to decide what to spend my money on and choose the best way to pay.</p>		<p>Know what different ways there are to gain money.</p> <p>Identify what sort of things adults need to pay for.</p> <p>Know how I can afford the things I want or need.</p> <p>Understand how I can make sure I get 'value for money'.</p>	

				<p>Recognise how I feel about money.</p> <p>Know how my choices affect me, my family, others.</p> <p>Know what a charity is.</p>		<p>Understand what my family might have to spend money on.</p> <p>Know what 'value for money' is.</p> <p>Know how my feelings about money change.</p> <p>Know how my choices affect my family, the community, the world and me.</p>		<p>Understand why people don't get all the money they earn.</p> <p>Know how money is used to benefit the community or the wider world.</p> <p>Understand what is poverty is.</p>
<p>Healthy & Safer Lifestyles</p>	<p>Body & Growth</p>	<p>What my body looks like.</p> <p>How my body has changed as it has grown.</p> <p>What differences and similarities there are between our bodies.</p> <p>How I can look after my body and keep it clean.</p> <p>How I am learning to take care of myself and what do I still need help with.</p> <p>How I feel about growing up.</p>	<p>Know the names of the main parts of the body.</p> <p>Know what my amazing body can do.</p> <p>Understand when I am in charge of my actions and my body.</p> <p>Know how to keep my body clean.</p> <p>Know how to avoid spreading common illnesses and diseases.</p>	<p>Know how babies change and grow? (Statutory NC Science Y2)</p> <p>Recognise how I have changed since I was a baby. (Statutory NC Science Y2)</p> <p>Understand what's growing in that bump. (NC Science)</p> <p>Know what babies and children need from their families.</p> <p>Know which stable, caring relationships are at the heart of families I know.</p> <p>Know what my responsibilities are now I'm growing up.</p>	<p>Know how male and female bodies are different and what the different parts are called.</p> <p>Know when we talk about our bodies, how they change, and who we talk to.</p> <p>Know what my body can do and how it is special.</p> <p>Understand why it is important to keep myself clean.</p> <p>Know what I can do for myself to stay clean and how this will change in the future.</p> <p>Know how different illnesses and diseases spread and</p>			

	RSE				what I can do to prevent this.			
						<p>Know the main stages of the human life cycle. Science</p> <p>Know how I began.</p> <p>Understand what it means to be 'grown up'.</p> <p>Identify what I am responsible for now and how this will change.</p> <p>How do different caring, stable, adult relationships create a secure environment for children to grow up.</p>	<p>Know what male and female sexual parts are called and what their functions are.</p> <p>How to talk about bodies confidently and appropriately.</p> <p>Know what happens to different bodies at puberty.</p> <p>Recognise what might influence my view of my body.</p> <p>Know how to keep my growing and changing body clean.</p> <p>Know how to reduce the spread of viruses and bacteria.</p>	<p>Know what different ways babies are conceived and born. (Sex Education)</p> <p>Understand what effect puberty might have on people's feelings and emotions.</p> <p>Know how my words or actions can affect how others feel, and what my responsibilities are.</p> <p>Understand what adults should think about before they have children.</p> <p>Understand why people might get married or become civil partners.</p> <p>Know what different families are like.</p>
	Drug Education		<p>Know which substances might enter our bodies, how they get there and what they do.</p> <p>Understand what medicines are and why and when some people use them.</p> <p>Know when and why people have an</p>		<p>What medical & legal drugs I know about, and what their effects are.</p> <p>Understand who uses and misuses legal drugs.</p> <p>Know why some people need medicine and who prescribes it.</p>		<p>Find out about medicines, alcohol, smoking, solvents and illegal drugs and why people use them.</p> <p>Know how drug use affect the way a body or brain works.</p> <p>Understand how medicines help</p>	

			<p>injection from a doctor or a nurse.</p> <p>Know who is in charge of what medicine I take.</p> <p>Know different things that can help me feel better if I feel poorly.</p> <p>Understand how to keep safe with medicines and substances at home and at school.</p> <p>Understand persuasion and how it feels to be persuaded.</p>		<p>Know what immunisations are and whether I have had any</p> <p>Know what the safety rules for storing medicine and other risky substances are.</p> <p>Know what to do if I find something risky, like a syringe.</p> <p>Understand how friends and the media persuade and influence me.</p>		<p>people with different illnesses.</p> <p>Know what immunisations I have had or may have in future and how they keep me healthy.</p> <p>Understand what drug misuse is.</p> <p>Know what some of the laws about drugs are.</p> <p>Know how to assess risk, recognise peer influence & respond assertively.</p> <p>Know when and how to check information about drugs.</p>	
	Personal Safety	<p>Know which school/classroom rules are about helping people to feel safe.</p> <p>Know who to talk with if I have a worry or need to ask for help.</p> <p>Know what to do if a friend or someone in my family isn't kind to me.</p>	<p>Know which school/classroom rules are about helping people to feel safe.</p> <p>Know how to name my own Early Warning Signs.</p> <p>How to know which adults and friends I can trust.</p> <p>Know who to talk with if I have a worry or need to ask for help.</p>		<p>How to recognise my own feelings and communicate them to others.</p> <p>Know which school/classroom rules are about helping people to feel safe.</p> <p>Recognise when my Early Warning Signs are telling me I don't feel safe.</p> <p>Know what qualities trusted adults and trusted friends have.</p>		<p>How to recognise my own feelings and consider how my actions may affect the feelings of others.</p> <p>How to use my Early Warning Signs to judge how safe I am feeling.</p> <p>How to judge who is a trusted adult or trusted friend.</p> <p>How to seek help or advice from someone on my network of support</p>	

			<p>Know what to do if a friend or someone in my family isn't kind to me.</p> <p>Identify private body parts and say 'no' to unwanted touch.</p> <p>Know what to do if I feel worried about a secret.</p> <p>Know what to do if something worries or upsets me when I am online.</p>		<p>Know who is on my network of support and how to ask them for help.</p> <p>Know what to do if I feel worried about a friendship or family relationship.</p> <p>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted.</p> <p>How to decide if a secret is safe or unsafe.</p> <p>How to keep safe online.</p>		<p>and when to review my network.</p> <p>How to report concerns of abuse or neglect.</p> <p>Identify appropriate & inappropriate or unsafe physical contact.</p> <p>Judge when it is not right to keep a secret and what action to take.</p> <p>How to recognise risks online and report concerns.</p> <p>Know strategies to use to assess risk and help to feel safer when I am feeling unsafe.</p>	
	Managing Safety & Risk	Children are taught how to use tools and resources in the provision safely.	<p>Recognise what are risky situations and how I might feel.</p> <p>Know my name, address and phone number and when I might need to give them.</p> <p>Know what an emergency is and who can help.</p> <p>Know what makes a place or activity safe for me.</p> <p>Know what the benefits and risks</p>		<p>How we feel in risky situations and how our body might react.</p> <p>Making decisions in risky situations and whether friends might affect these decisions.</p> <p>When I might meet adults I don't know & how to respond safely.</p> <p>What actions to take in an emergency or accident and how to</p>		<p>When it might be good for my mental health to take a risk.</p> <p>What the possible benefits and consequences of taking physical, emotional and social risks are.</p> <p>When I am responsible for my own safety as I get older and how to keep others safer.</p> <p>How to safely get the attention of a known or unknown</p>	

				<p>are when walking near the road, and how to stay safer.</p> <p>Know what the benefits and risks are in the sun and how to stay safer.</p> <p>Know what to enjoy when I'm near water and how can I stay safer.</p> <p>Recognise what the risks are if I am lost and how to get help.</p> <p>Know how to help to stop simple accidents from happening and how to help if there is an accident.</p>		<p>call the emergency services.</p> <p>What the benefits of using the roads are and being near water and how to reduce the risks.</p> <p>How fire is risky and how to reduce the risks.</p> <p>How to keep myself safe during activities and visits.</p> <p>How to stop accidents happening at home and when I'm out.</p>		<p>adult in an emergency.</p> <p>How to carry out basic first aid in common situations, including head injuries.</p> <p>What the benefits are of cycling and walking on my own and how to stay safer.</p> <p>How can being outside support my wellbeing & how do I keep myself safe in the sun.</p> <p>What the benefits of using public transport are and how to stay safe near railways</p> <p>How to prevent accidents at school and at home, now that I can take more responsibility.</p>
	Healthy Lifestyles	<p>Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.</p> <p>Know and talk about the different factors that support their overall</p>	<p>Know how to stay as healthy as possible.</p> <p>Understand what it feels like to be healthy.</p> <p>Know what healthy eating means and why it is important.</p> <p>Understand why it is important to be active & what the</p>		<p>Know what healthy eating and a balanced diet mean.</p> <p>Understand what an active lifestyle is and how it helps us to be healthier.</p> <p>What is mental wellbeing and how is it affected by my physical health.</p>		<p>How physical activity helps us & what the risks of not engaging in it might be.</p> <p>What characterises a balanced or unbalanced diet and what the associated benefits and risks are.</p>	

		<p>health and wellbeing.</p> <p>Understand the importance of healthy food choices.</p>	<p>opportunities are for physical activity.</p> <p>Know what can help us eat healthily.</p> <p>Understand why we need food and healthy choices we can make.</p>		<p>Know how much sleep I need & what happens if I don't have enough.</p> <p>Understand how nutrition and physical activity work together.</p> <p>Know how to plan and prepare simple, healthy meals safely.</p> <p>Know how to look after my teeth and why it is important.</p> <p>Know who is responsible for my lifestyle choices and how these choices are influenced.</p>		<p>What the different aspects of a healthy lifestyle are and how to become healthier.</p> <p>What the factors influencing me when I'm making lifestyle choices are and how these might change over time.</p> <p>What the signs of physical illness are and how to respond.</p> <p>What the benefits and risks of spending time online/on electronic devices are, in terms of physical and mental health.</p> <p>Why online apps and games are age restricted.</p>	
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