



### **Personal, Social and Health Education (PSHE) Curriculum**

At Wembley Primary School, the physical and emotional well-being of our children is a priority. We nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives, now and in the future. We promote our pupils' spiritual, moral, social and cultural development across different aspects of the curriculum.

#### **Aims**

The aims of our PSHE curriculum, including Relationships and Health Education are:

- To raise pupils' self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help pupils to form and maintain positive relationships based on respect for themselves and for others at home, at school and in the wider community.
- To allow pupils to develop skills for a healthy, safe lifestyle.
- To prepare pupils for puberty and adulthood, including the understanding of health and hygiene.
- To help pupils develop relationships and communication skills to cope with the influences of their peers and the media.
- To safeguard children from abuse and protect them from exploitation.
- To provide a safe and supportive learning environment where discussion on sensitive issues can take place.
- To give pupil opportunities to consider and clarify their values and beliefs and to rehearse and develop interpersonal skills.
- To learn a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

## **Intent**

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the diverse world around them. At Wembley School we provide a specifically tailored curriculum that is both broad and balanced and meets the unique context of our school. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At Wembley Primary, we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils.

At Wembley Primary, we aim to begin to prepare pupils for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotionally mature human beings.

## **Implementation**

Personal, Social and Health Education (PSHE) is taught through a range of implicit and explicit learning opportunities and is embedded through-out the curriculum. Discrete PSHE objectives are taught during weekly lessons using both '1 Decision' and PSHE Association's resources, as well as carefully chosen resources from other organisations such as the St John's Ambulance. All resources have been carefully mapped to ensure a tailored, spiral curriculum is in place, with full coverage of the statutory PSHE objectives in KS1 and 2.

PSHE is taught by class teachers. We feel that it is important that the subject is taught by adults who know the children well and can be trusted by them in order to learn successfully about these important topics. A range of strategies are used to teach PSHE, ranging from circle time, games and whole class discussion, to small group and paired work.

PSHE objectives are also covered in other curriculum subjects, as part of our Religion and Worldview, Computing, Science and Physical Education (PE) Curricula (for example in learning about religious diversity, online safety and healthy bodies). In addition to this, PSHE content is complemented by whole

school events such as assemblies, enrichment days and charity days, as well as through our School Council, Year Six Prefects and Rights Respecting Schools Committee. At Wembley Primary School, the PSHE Curriculum also makes links to the British Values of: Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty, as well as to the nine protected characteristics of the Equality Act, including disability, race, sex and religion or belief. Throughout the school, emotional regulation is taught through use of the Zones of Regulation and associated strategies and tools.

The PSHE curriculum evolves constantly to be responsive to the needs of today's pupils and preparing them to deal with issues pertinent to our local area such as childhood obesity, dental health and gang-related issues. We want our pupils to be prepared for the challenges they will face in life. Through learning about health and well-being, relationships and living in diverse world, children are given opportunities to develop their skills in a safe environment enabling them to grow into confident, caring, and respectful members of our community.

### **Impact**

The impact of a good PSHE education cannot be understated. Quite simply, it forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world. Impact can be measured in a variety of ways.

At Wembley Primary, we recognise and celebrate the importance of the child's voice, and their individual experience of PSHE education. Pupil voice and pupil work in their individual books form the heart of how we measure the impact of our teaching. The personal and social skills that children at Wembley Primary will develop include, but are not limited to:

- An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals
- Positive and constructive communication, face to face and in the online world.

- Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development.
- Risk management and balanced decision making, within the context of a changing and challenging world. Additionally, these ‘soft skills’ form the basis of a child’s wider development and experience.
- The ability to recognise and develop good relationships, the reinforcement of positive mental and physical health, understanding how their body will change and grow, the development of respect and tolerance for all, an understanding of society and the role of the individual in a community – these are the skills that will equip our children for life.

**Our Key Themes/Concepts (new information in relation to previous learning)**

**Our key themes centre around:**

- 1. Keeping Safe – PANTS rule, Speak out - Stay Safe, Road safety, rail safety, First Aid, home safety**
- 2. Keeping Healthy – healthy eating, exercise, hygiene, drugs and alcohol, puberty**
- 3. Relationships – personal identity, friendships, bullying, families, community, consent, gangs**
- 4. Being responsible – money, jobs, the environment, accident prevention, taking responsibility in school, home and community, democracy, rights and rules.**
- 5. Feelings and Emotions – self-esteem, resilience, growth mindset, personal identity, identifying and managing feelings, mental health, managing change and transition**
- 6. Online Safety – online safety, online bullying, image sharing, grooming**

	<b>PSED Areas of learning</b>	<b>Early Learning Goals</b>
<b>EYFS</b>	<b>Self-regulation</b>	<ol style="list-style-type: none"> <li>1. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate.</li> </ol>

		3. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	<b>Managing self</b>	<ol style="list-style-type: none"> <li>1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>2. Explain the reasons or rules, know right from wrong and try to behave accordingly.</li> <li>3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ol>
	<b>Building relationships</b>	<ol style="list-style-type: none"> <li>1. Work and play co-operatively and take turns with others.</li> <li>2. Form positive attachments to adults and friendships with peers.</li> <li>3. Shows sensitivity to their own and other's needs.</li> </ol>
	<b>Responsibility</b>	<ol style="list-style-type: none"> <li>1. Managing their own needs, including looking after belongings.</li> <li>2. Helping to maintain the indoor and outdoor areas.</li> </ol>
	<b>Sense of community</b>	<ol style="list-style-type: none"> <li>1. Activities and experiences that help pupils to develop a sense of local community.</li> </ol>

**Areas**

Year 1	Establishment phase 'Being me in my world'	Relationships	Health and Wellbeing	Living in the wider world
	<ol style="list-style-type: none"> <li>1. Rights and responsibilities. <b>Being responsible</b></li> <li>2. Rules/class charter <b>Being responsible</b></li> <li>3. Introduction to growth mindset <b>Feelings and Emotions</b></li> </ol>	<ol style="list-style-type: none"> <li>1. What makes me unique? <b>Relationships</b></li> <li>2. Who are the special people in my life? <b>Relationships</b></li> <li>3. What makes a family? <b>Relationships</b></li> <li>4. How do my family help me grow? <b>Relationships</b></li> <li>5. What is the same or different about us? <b>Relationships</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Which foods keep me healthy? <b>Keeping Healthy</b></li> <li>2. Why should I wash my hands? <b>Keeping Healthy</b></li> <li>3. How do I keep my teeth healthy? <b>Keeping Healthy</b></li> <li>4. What are feelings? <b>Feelings and Emotions</b></li> <li>5. What are our good and not so good feelings?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is an accident? <b>Keeping Safe</b></li> <li>2. What can go on or into our bodies? <b>Keeping Safe</b></li> <li>3. How can medicines keep us healthy? <b>Keeping Safe/Keeping Healthy</b></li> <li>4. How can I speak out and stay safe? /What is the PANTS rule? <b>Keeping Safe</b></li> </ol>

		<p>6. How can I be a good friend? <b>Relationships</b></p> <p>7. Why should I be kind online? <b>Online Safety</b></p> <p>8. How do I ask for permission? <b>Relationships</b></p>	<p><b>Feelings and Emotions</b></p> <p>6. What is jealousy? <b>Feelings and Emotions</b></p>	<p>5. Why should we look after living things? <b>Being responsible</b></p> <p>6. How can we stay safe on the road? <b>Keeping Safe</b></p> <p>7. How can we stay safe in the sun? <b>Keeping Safe</b></p>
<b>Year 2</b>	<b>Establishment phase 'Being me in my world'</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>
	<p>1. Identify hopes and fears for the year. <b>Feelings and Emotions</b></p> <p>2. Rights and responsibilities in class and around school. <b>Being responsible</b></p> <p>3. Growth mindset and challenge. <b>Feelings and Emotions</b></p>	<p>1. How do we change as we grow? <b>Keeping Healthy</b></p> <p>2. What are the different types of families? <b>Relationships</b></p> <p>3. What is racism and how can we stand up to it? <b>Relationships</b></p> <p>4. How can I understand how someone is feeling through their body language? <b>Relationships</b></p> <p>5. What is bullying and what</p>	<p>1. How can being active keep us healthy? <b>Keeping Healthy</b></p> <p>2. How can food keep us healthy? <b>Keeping Healthy</b></p> <p>3. Why do we need to brush our teeth? <b>Keeping Healthy</b></p> <p>4. What are our 'big feelings' and how can we manage them? <b>Feelings and Emotions</b></p> <p>5. What are the changes</p>	<p>1. Is it safe to eat, drink or play with? <b>Keeping Safe</b></p> <p>2. How can I keep safe at home? <b>Keeping Safe</b></p> <p>3. Why should I tie my shoelaces? <b>Keeping Safe</b></p> <p>4. What are the rules for keeping safe from medicines and household products? <b>Keeping Safe</b></p> <p>5. How can I speak out and</p>

		<p>can we do about it?</p> <p><b>Relationships</b></p> <p>6. How can my actions online affect other people? <b>Online Safety</b></p> <p>7. How can I keep safe online? <b>Online Safety</b></p>	<p>that we might have in our lives?</p> <p><b>Feelings and Emotions</b></p> <p>6. What can we do if we are worried? <b>Feelings and Emotions</b></p> <p>7. What is anger and how can we manage it? <b>Feelings and Emotions</b></p>	<p>stay safe? /What is the PANTS rule? <b>Keeping Safe</b></p> <p>6. How do we become better at something? <b>Being responsible/ Feelings and Emotions</b></p> <p>7. How can we be kind and helpful in our community? <b>Being responsible</b></p> <p>8. What is money and how can it be earned? <b>Being responsible</b></p>
Year 3	<p><b>Establishment phase 'Being me in my world'</b></p>	<p><b>Relationships</b></p>	<p><b>Health and Wellbeing</b></p>	<p><b>Living in the wider world</b></p>
	<p>1. Understand why we have rules and how they relate to responsibilities. <b>Being responsible</b></p> <p>2. Understand that my actions affect myself and others. <b>Being responsible</b></p> <p>3. Growth mindset in others – how to recognise it. <b>Feelings and Emotions</b></p>	<p>1. What makes a good friend? <b>Relationships</b></p> <p>2. How can we solve conflicts and disagreements with our friends? <b>Relationships</b></p> <p>3. What is racism and how can we stand up to it? <b>Relationships</b></p> <p>4. What are family</p>	<p>1. How can I make healthier choices about what I eat? <b>Keeping Healthy</b></p> <p>2. What are the safety rules for taking medicines? <b>Keeping Healthy</b></p> <p>3. Why are dental health routines important? <b>Keeping Healthy</b></p> <p>4. How can we keep mentally healthy?</p>	<p>1. How can I make safe choices in the community? <b>Keeping Safe</b></p> <p>2. How can I make safe choices at home? <b>Keeping Safe</b></p> <p>3. What are borrowing and stealing? <b>Being responsible</b></p> <p>4. How can I speak out and stay safe? /What is the</p>

		relationships like? <b>Relationships</b> 5. What is bullying and what can we do about it? <b>Relationships</b> 6. What are safe choices online? <b>Online Safety</b> 7. How can we give and ask for permission? <b>Relationships</b> 8. What are personal space and personal boundaries? <b>Relationships</b>	<b>Feelings and Emotions</b> 5. What are our everyday feelings? <b>Feelings and Emotions</b> 6. How can we express our feelings in different ways? <b>Feelings and Emotions</b> 7. What is grief and how can we manage it? <b>Feelings and Emotions</b>	PANTS rule? <b>Keeping Safe</b> 5. How can I manage risks at home? <b>Keeping Safe</b> 6. How can I cross the road safely? <b>Keeping Safe</b> 7. How can we look after our world? <b>Being responsible</b>
Year 4	<b>Establishment phase 'Being me in my world'</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Living in the wider world</b>
	1. Understand our actions can affect others and that rewards and consequences can motivate us. <b>Being responsible</b> 2. Democracy - understand how groups make decisions. <b>Being responsible</b> 3. Growth mindset – how this can change our brain. <b>Feelings and Emotions</b>	1. What different types of families are there? <b>Relationships</b> 2. What changes can happen in families? <b>Relationships</b> 3. Which communities do we belong to? <b>Relationships</b> 4. What is racism and how	1. How can we maintain a healthy lifestyle? <b>Keeping Healthy</b> 2. How can I make healthier choices? <b>Keeping Healthy</b> 3. How can we plan a healthy meal? <b>Keeping Healthy</b> 4. How can we keep	1. How can we use medicines safely? <b>Keeping Safe</b> 2. How do smoking and alcohol affect people's health? <b>Keeping Healthy</b> 3. How can I speak out and stay safe? /What is the PANTS rule? <b>Keeping Safe</b>



		<p>can we stand up to it?</p> <p><b>Relationships</b></p> <p>5. How can we treat each other equally?</p> <p><b>Relationships</b></p> <p>6. How can we have positive online relationships?</p> <p><b>Online Safety</b></p> <p>7. What is appropriate and inappropriate touch?</p> <p><b>Relationships/ Keeping Safe</b></p> <p>8. Who can help us if a relationship makes us feel uncomfortable?</p> <p><b>Relationships/ Keeping Safe</b></p>	<p>mentally healthy?</p> <p><b>Feelings and Emotions</b></p> <p>5. How can change, loss and grief affect us?</p> <p><b>Feelings and Emotions</b></p> <p>6. How can we manage our feelings in difficult situations?</p> <p><b>Feelings and Emotions</b></p> <p>7. How can we manage feelings of jealousy?</p> <p><b>Feelings and Emotions</b></p>	<p>4. How can we behave responsibly?</p> <p><b>Keeping Safe/ Being responsible</b></p> <p>5. How can we support our families and carers?</p> <p><b>Relationships/ Being responsible</b></p> <p>6. How can we keep safe in a risky situation?</p> <p><b>Keeping Safe/ Being responsible</b></p> <p>7. How can I call for help in an emergency?</p> <p><b>Keeping Safe</b></p> <p>8. What are asthma and anaphylactic shock? What can we do to help in an emergency?</p> <p><b>Keeping Safe</b></p>
<b>Year 5</b>	<p><b>Establishment phase 'Being me in my world'</b></p> <p>1. Understand how an individual's behaviour can impact on a group contribute to the group.</p> <p><b>Being responsible</b></p> <p>2. Understand how democracy benefits the</p>	<p><b>Relationships</b></p> <p>1. What is personal identity?</p> <p><b>Relationships</b></p> <p>2. What is a stereotype?</p> <p><b>Relationships</b></p> <p>3. What is racism and what is its impact?</p>	<p><b>Health and Wellbeing</b></p> <p>1. How can I get a good night's sleep?</p> <p><b>Keeping Healthy</b></p> <p>2. What are the effects of smoking and vaping?</p> <p><b>Keeping Healthy</b></p>	<p><b>Living in the wider world</b></p> <p>1. How can I manage peer pressure?</p> <p><b>Relationships</b></p> <p>2. How does immunisation prevent the spread of disease?</p> <p><b>Keeping Healthy</b></p>

	<p>school community and know how to participate.</p> <p><b>Being responsible</b></p> <p>3. To identify the characteristics of growth and fixed mind sets and link these to set back and success.</p> <p><b>Feelings and Emotions</b></p>	<p><b>Relationships</b></p> <p>4. How can we include and accept others?</p> <p><b>Relationships</b></p> <p>5. How can we stand up to bullying?</p> <p><b>Relationships</b></p> <p>6. Why should we look out for other people?</p> <p><b>Keeping Safe/ Being responsible</b></p> <p>7. What should we consider when making friends online? <b>Online Safety</b></p> <p>8. What should we consider when sharing images online? (optional) <b>Online Safety</b></p>	<p>3. How can we increase our physical activity?</p> <p><b>Keeping Healthy</b></p> <p>4. What is mental health?</p> <p><b>Feelings and Emotions</b></p> <p>5. How can we keep mentally healthy?</p> <p><b>Feelings and Emotions</b></p> <p>6. How can I look after my mental health at times of challenge or change?</p> <p><b>Feelings and Emotions</b></p> <p>7. How can I manage feelings of anger?</p> <p><b>Feelings and Emotions</b></p>	<p>3. How can I speak out and stay safe? /What is the PANTS rule?</p> <p><b>Keeping Safe</b></p> <p>4. How can I help someone who is bleeding?</p> <p><b>Keeping Safe</b></p> <p>5. How can I help someone who has a head injury?</p> <p><b>Keeping Safe</b></p> <p>6. How can we make and spend money? <b>Being responsible</b></p> <p>7. What are the physical changes that happen during puberty?</p> <p><b>Relationships</b></p> <p>8. How can we manage feelings and hygiene during puberty?</p> <p><b>Relationships</b></p>
Year 6	<p><b>Establishment phase 'Being me in my world'</b></p>	<p><b>Relationships</b></p>	<p><b>Health and Wellbeing</b></p>	<p><b>Living in the wider world</b></p>
	<p>1. Identify my goals for this year and understand that resilience and a growth mindset is needed to meet them.</p>	<p>1. What is personal identity?</p> <p><b>Relationships</b></p> <p>2. What are British Values and why are they</p>	<p>1. How can we maintain a balanced lifestyle?</p> <p><b>Keeping Healthy/ Feelings and Emotions</b></p>	<p>1. How can we be safe road users? (Recap)</p> <p><b>Keeping Safe</b></p> <p>2. How can we be safe</p>

	<p><b>Feelings and Emotions</b></p> <p>2. Make choices about my own behaviour and understand that my actions affect myself and others.</p> <p><b>Feelings and Emotions/ Relationships</b></p> <p>3. Understand how an individual's behaviour can impact on a group and a group functions effectively.</p> <p><b>Feelings and Emotions/ Relationships</b></p>	<p>important?</p> <p><b>Relationships</b></p> <p>3. What are the consequences of racism?</p> <p><b>Relationships</b></p> <p>4. What are the consequences of bullying?</p> <p><b>Relationships</b></p> <p>5. What are the negative effects of stereotyping?</p> <p><b>Relationships</b></p> <p>6. What should we consider when sharing images online? <b>Online Safety</b></p> <p>7. What should we consider when spending money online? <b>Being responsible/ Online Safety</b></p> <p>8. How can we make decisions that keep us safe from others online? <b>Online Safety</b></p>	<p>2. What are the effects of legal and illegal drug use?</p> <p><b>Keeping Healthy</b></p> <p>3. What are the effects of alcohol?</p> <p><b>Keeping Healthy</b></p> <p>4. How can we look after our mental health?</p> <p><b>Feelings and Emotions</b></p> <p>5. How can we manage situations and peer influence associated with drugs?</p> <p><b>Relationships/ Being responsible</b></p> <p>How can we understand messages about drugs in the media? <b>Being responsible</b></p> <p>6. How can we manage and support others with their loss and grief? (optional or Summer term)</p> <p><b>Relationships/ Feelings and Emotions</b></p>	<p>around railway/tubes?</p> <p><b>Keeping Safe</b></p> <p>3. What are the consequences of stealing?</p> <p><b>Being responsible</b></p> <p>4. What is exploitation?</p> <p><b>Keeping Safe/ Relationships</b></p> <p>5. Why do people belong to gangs?</p> <p><b>Relationships</b></p> <p>6. What are asthma and anaphylactic shock? What can we do to help in an emergency?</p> <p><b>Keeping Safe</b></p> <p>7. How can I provide basic life support in an emergency?</p> <p><b>Keeping Safe</b></p> <p><b>Transition</b></p> <p>1. What are common worries when starting Secondary School and how can I manage these?</p> <p><b>Feelings and Emotions</b></p> <p>2. How can I take on new challenges?</p>
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### Statutory PSHE Objectives

<b>Families and people who care for me</b>	F1	that families are important for children growing up because they can give love, security and stability.
	F2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	F3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	F4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
	F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<b>Caring friendships</b>	CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.
	CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	CF4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<b>Respectful relationships</b>	RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.
	RR3	the conventions of courtesy and manners.
	RR4	the importance of self-respect and how this links to their own happiness.
	RR5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	RR6	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.

	RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.
<b>Online relationships</b>	OR1	that people sometimes behave differently online, including by pretending to be someone they are not.
	OR2	that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
	OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	OR5	how information and data is shared and used online.
	BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
<b>Being Safe</b>	BS2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.
	BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.
	BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so
	BS8	where to get advice e.g. family, school and/or other sources.
	<b>Mental Wellbeing</b>	MW1
MW2		that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
MW3		how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
MW4		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
MW5		the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
MW6		simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

	MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<b>Internet safety and harms</b>	IS1	that for most people the internet is an integral part of life and has many benefits.
	IS2	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.
	IS3	how to consider the effect of their online actions on others and know
	IS4	how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	IS5	why social media, some computer games and online gaming, for example, are age restricted.
	IS6	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.
	IS7	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	IS8	where and how to report concerns and get support with issues online.
<b>Physical health and fitness</b>	PH1	the characteristics and mental and physical benefits of an active lifestyle.
	PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	PH3	the risks associated with an inactive lifestyle (including obesity).
	PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.
<b>Healthy eating</b>	HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).
	HE2	the principles of planning and preparing a range of healthy meals.
	HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<b>Drugs, alcohol and tobacco</b>	DAT	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<b>Health and prevention</b>	HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	HP6	the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	FA1	how to make a clear and efficient call to emergency services if necessary.
	FA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.

Year 1		
Aims	Skills	
<b>Key Themes:</b>		
End points What knowledge do children need to remember	Assessment Impact	Vocabulary

Year 2		
Aims		Skills
Key Themes:		
Knowledge end points What knowledge do children need to remember	Assessment Impact	Vocabulary

Year 3		
Aims		Skills
Key Themes:		
Knowledge end points What knowledge do children need to remember	Assessment Impact	Vocabulary

Year 4		
Aims		Skills
Key Themes:		
Knowledge end points What knowledge do children need to remember	Assessment Impact	Vocabulary




<b>Year 5</b>		
<b>Aims</b>		<b>Skills</b>
<b>Key Themes:</b>		
<b>Knowledge end points</b> What knowledge do children need to remember	<b>Assessment</b> Impact	<b>Vocabulary</b>

<b>Year 6</b>		
<b>Aims</b>		<b>Skills</b>
<b>Key Themes:</b>		
<b>Knowledge end points</b> What knowledge do children need to remember	<b>Assessment</b> Impact	<b>Vocabulary</b>

