

PSHE	
Intent	<p>Our intention is that when children leave Brotherton and Byram CP Academy, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. We aim to develop the 'whole child' and prepare them well for their future. This coincides with our whole school ethos of 'We are respectful citizens with curious minds and aspirational goals.'</p> <p>Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.</p>
Implementation	<p>EYFS</p> <p>In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Children in Reception receive a daily PSHE session and on a Friday they have a quiz which includes a question related to the learning they have done during the week in PSHE.</p> <p>Key Stage 1 and Key Stage 2</p> <p>At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.</p> <p>Children in EYFS, Key Stage 1 and 2 have a weekly assembly where a number of different themes are delivered, linked to the PSHE Curriculum and also have a British Values assembly where themes are also taught during learning time in classrooms.</p> <p>Pupils are taught PSHE using 'The PSHE Association' framework which is a scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.</p> <p>At Brotherton and Byram CP Academy, in addition to Relationships Education, we also teach aspects of Sex Education. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.</p> <p>PSHE is taught through the themes of Relationships, including families and people who care for me, caring friendships, respectful relationships, online relationships and being safe, Physical Health and Mental Well being, including mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.</p> <p>We also offer a 'Hub Club' for children who have been signposted by class teachers or ATs who have shown that they need a specific intervention, for example if they have recently lost a loved one, the wellbeing team will plan and deliver a bereavement intervention. Our school also has a family support worker who not only supports our children, but works with our families who may be experiencing difficulties with their mental health or well being.</p> <p>Children at risk of falling behind in PSHE and who need additional emotional support are signposted to the family support worker in school and 'Hub Club' time. Children will also receive specific interventions in PSHE depending on their need, led by a teacher or AT. All children work towards the end of year objectives, with some pupils being supported or challenged where necessary. This may be through the choice and amount of vocabulary, visual aids, word lists, sentence length and complexity, the use of IT and the style of activity.</p> <p>Parent and pupil voice is vital in the planning and delivering of specific topics in our PSHE curriculum. Focus weeks are planned with the needs of our children and families at the heart of what we teach.</p> <p>Wider Curriculum</p> <ul style="list-style-type: none"> - We believe that focusing on developing a 'positive mindset' in our children will help them to build courage, resilience, independence and confidence; embrace challenges; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. - PSHE, including spiritual, moral, social and cultural learning and British Values, is an integral part of the whole school curriculum, and can be taught within another subject area. - Visitors, such as emergency services and our local PCSOs, complement our PSHE curriculum to offer additional learning. - We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. - Assemblies are linked to PSHE and British Values and cover any additional sessions that would benefit the whole school.
Impact	<p>By the time our children leave our school they will:</p> <ul style="list-style-type: none"> - be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life - be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society - appreciate difference and diversity - recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty - be able to understand and manage their emotions - be able to look after their mental health and well-being - be able to develop positive, healthy relationships with their peers both now and in the future - understand the physical aspects involved in RSE at an age appropriate level - have respect for themselves and others - have a positive self esteem - have the courage to stand up for what they believe is right or wrong

BB PSHE Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Consent							
Physical Contact and Boundaries	- Knows who they can hug (e.g. family members)	-Right and wrong, fair and unfair, kind and unkind - inc. online.	-Rights over our bodies, inc. good and bad touching.	-Acceptable and unacceptable contact and how to respond, inc. who I should tell and how.	-Physical boundaries and saying no to unwanted touch.	-What boundaries are appropriate in friendships with peers and others both on and offline.	- Recognise different risks in different situations both on and offline, decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.
Privacy and Body Parts	- Know the names for some parts of their body. - Understands which parts of the body are private. - Knows where they can go for privacy (e.g. toilets). - Knows that they need to shut the cubicle door when they go to the toilet	-What is privacy, the right to keep things private, respecting privacy online and off. -Name the body parts inc. external genitalia.	-Names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls -Know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change.	-Understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring.	-Understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.	-I know the ways in which children grow and develop in puberty – physically and emotionally -I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way -I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.	- I understand the physical and emotional changes I will go through at puberty I know about human reproduction including conception. - I can look after my body and health as I go through puberty. - I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
Listen and Show Respect for Others	- Know some of the characteristics of healthy and safe friendships	-I can listen to other people and show them respect.	-I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically). I know how to get help I can listen to others and respect their viewpoints.	-I can listen to and show respect for the views of others both on and offline.	-I can respond appropriately to other people's feelings. I can recognise my worth as an individual and the worth of other people.	-I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point. (Link to courage)	- I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
Healthy Relationships On and Offline	- Beginning to say some ways to keep healthy. - Children know that the internet is not always safe and that they should have adult supervision.	-I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.	-I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.	-I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy.	-I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out.	-I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)	- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship.
Getting Help	- Knows who their trusted adults are. - Will ask for help when required from a trusted adult	-I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention.	-I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention with them including if I experience or witness it.	-I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult -I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention	-I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention	-I know how to respond safely and appropriately to adults I meet (including online) whom I do not know I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention	I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline. - I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention.
Relationships Education							
Families And People Who Care For Me	- Knows who is in their family. - Can name a friend they like to play with . - Children know who their familiar friends and carers are that they enjoy playing with and learning alongside.	- Know that families are important for children growing up because they can give love, security and stability. - Know 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. - Know 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. - Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important children's security as they grow up.	-Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important children's security as they grow up. -Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. -Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	-Know 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. LGBT	- Know 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. LGBT	-Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships	<ul style="list-style-type: none"> - Knows what to do if they fall out with somebody. - Can show that they can negotiate and cooperate, looking to a supportive adult to help with resolution when required. - Know some of the characteristics of healthy and safe friendships - Know some ways to mend a friendship 	<ul style="list-style-type: none"> - Know how important friendships are in making us feel happy and secure, and how people choose and make friends. - Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - Know 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. 	<ul style="list-style-type: none"> -Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. -Know 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. -Know 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. 	<ul style="list-style-type: none"> -Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. -Know 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. 			<ul style="list-style-type: none"> -Know 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.
Respectful Relationships	<ul style="list-style-type: none"> - Knows how to play and extend play with one or more individuals. - Shows an awareness that other people's thoughts and opinions might be different to their own. Begins to know how to find solutions to conflicts. - Represents and recreates what they have learnt about social interactions from their relationships with close adults in their play and in relationships with others. 	<ul style="list-style-type: none"> - Know 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. - Know practical steps they can take in a range of different contexts to improve or support respectful relationships. - Know 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. - Know the conventions of courtesy and manners (implicit across all learning) - Know the importance of self-respect and how this links to their own happiness (across all learning) - 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. - Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. - Know the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> -Know the conventions of courtesy and manners (implicit across all learning) -Know the importance of self-respect and how this links to their own happiness (across all learning) 	<ul style="list-style-type: none"> -Know 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. -Know practical steps they can take in a range of different contexts to improve or support respectful relationships. -Know the conventions of courtesy and manners (implicit across all learning) -Know the importance of self-respect and how this links to their own happiness (across all learning) 	<ul style="list-style-type: none"> -Know the conventions of courtesy and manners (implicit across all learning) -Know the importance of self-respect and how this links to their own happiness (across all learning) -Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. -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. -Know the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> - Know the conventions of courtesy and manners (implicit across all learning) - Know the importance of self-respect and how this links to their own happiness (across all learning) - 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. 	<ul style="list-style-type: none"> -Know the conventions of courtesy and manners (implicit across all learning) -Know the importance of self-respect and how this links to their own happiness (across all learning) -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.
Online Relationships	<ul style="list-style-type: none"> - With support from a trusted adult, children begin to use the internet to connect with others. 	<ul style="list-style-type: none"> - Know how information and data is shared and used online. - Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> -Know how information and data is shared and used online. -Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> -Know how information and data is shared and used online. -Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> -Know that people sometimes behave differently online, including by pretending to be someone they are not. -Know 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. -Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> - Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> -Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being Safe	<ul style="list-style-type: none"> - Children know that the internet is not always safe and appropriate. - Children know who their trusted adults are. - Children know that they can share when they feel unsafe or worries. Children know who they can speak to at home and at school. - Know how to say no to strangers - Know what to do if they get lost 	<ul style="list-style-type: none"> - Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to p secrets if they relate to being safe. - Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. - Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. - Know where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> -Know what sorts of boundaries are appropriate in friendships with peers and hers (including in a digital context). -Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. -Know how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> -Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to p secrets if they relate to being safe. -Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. -Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. -Know how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> -Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. -Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. -Know where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> - Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Know how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> -Know what sorts of boundaries are appropriate in friendships with peers and hers (including in a digital context). -Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. -Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - Know how to recognise and report feelings of being unsafe or feeling bad about any adult.
Physical Health and Mental Wellbeing							
Mental Wellbeing	<ul style="list-style-type: none"> - Know some things that they need to do to keep healthy. - Know what the word 'healthy' means 	<ul style="list-style-type: none"> - Understand 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. - Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when g about their own and others' feelings. - Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - Know 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). - Understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved inf the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> -Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. -Understand 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. -Understand that bullying (including cyberbullying) has a negative and often asting impact on mental wellbeing. 	<ul style="list-style-type: none"> -Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. -Know 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). -Understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved inf the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> -Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. -Understand 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. -Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when g about their own and others' feelings. -Understand that bullying (including cyberbullying) has a negative and often asting impact on mental wellbeing. 	<ul style="list-style-type: none"> - Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. - Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	<ul style="list-style-type: none"> -Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. -Understand that bullying (including cyberbullying) has a negative and often asting impact on mental wellbeing.
Internet Safety and Harms	<ul style="list-style-type: none"> - Children know that the internet is not always safe and appropriate. 	<ul style="list-style-type: none"> - Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) - Understand 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. - Know where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> -Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) -Understand 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. -Know where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> -Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) -Understand 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. -Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. -Understand why social media, some computer games and online gaming, for example, are age restricted. -Know where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> -Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) -Understand 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. -Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. -Understand why social media, some computer games and online gaming, for example, are age restricted. -Understand 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. 	<ul style="list-style-type: none"> - Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) - Understand why social media, some computer games and online gaming, for example, are age restricted - Understand 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. - Know where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> -Understand that for most people the internet is an integral part of life and has many benefits (implicit with many learning opportunities) -Understand 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. -Know where and how to report concerns and get support with issues online.

Physical Health and Fitness	<ul style="list-style-type: none"> - Know when and how to wash their hands properly - Can explain how they might feel if they don't get enough sleep. - Can explain what they need to do to stay healthy. - Recognise how exercise makes them feel. 	<ul style="list-style-type: none"> - Understand the characteristics and mental and physical benefits of an active lifestyle. - Understand 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. - Understand the risks associated with an inactive lifestyle (including obesity). - Know how and when to seek support including which adults to speak to in school they are worried about their health. 	<ul style="list-style-type: none"> -Understand the characteristics and mental physical benefits of an active lifestyle. -Understand 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. -Understand the risks associated with an inactive lifestyle (including obesity). -Know how and when to seek support including which adults to speak to in school they are worried about their health. 	<ul style="list-style-type: none"> -Know how and when to seek support including which adults to speak to in school they are worried about their health. 	<ul style="list-style-type: none"> -Know how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> - Know how and when to seek support including which adults to speak to in school if they are worried about their health. - 	
Healthy Eating	<ul style="list-style-type: none"> - Can give examples of healthy food. - Can talk about having a balanced diet (e.g. don't eat too much of one food type) 	<ul style="list-style-type: none"> - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Understand the principles of planning and preparing a range of healthy meals. - Know 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). 	<ul style="list-style-type: none"> -Know what constitutes a healthy diet (including understanding calories and other nutritional content). -Understand the principles of planning and preparing a range of healthy meals. -Know 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). 	<ul style="list-style-type: none"> -Know what constitutes a healthy diet (including understanding calories and other nutritional content). -Understand the principles of planning and preparing a range of healthy meals. -Know 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). 	<ul style="list-style-type: none"> -Know 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). 	<ul style="list-style-type: none"> - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - - Understand the principles of planning and preparing a range of healthy meals. - Know 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). - Extend Which, why and how commonly available substances can damage health and safety 	
Drugs, Alcohol & tobacco	N/A	<ul style="list-style-type: none"> - Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> -Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> -Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> -Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> - Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. - Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - Understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<ul style="list-style-type: none"> -Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
Health and Prevention	N/A	<ul style="list-style-type: none"> - Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - Understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - Know the facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> -Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<ul style="list-style-type: none"> -Understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. -Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 		.	<ul style="list-style-type: none"> -Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. -Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
Basic First Aid	N/A	<ul style="list-style-type: none"> - Know how to make a clear and efficient to emergency services if necessary. 	<ul style="list-style-type: none"> -Know how to make a clear and efficient to emergency services if necessary. 	<ul style="list-style-type: none"> -Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. 		- - Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries	

Changing Adolescent Body	N/A	N/A	N/A	N/A	-Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. -Know about menstrual wellbeing including key facts about the menstrual cycle.	- Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - Know about menstrual wellbeing including the key facts about the menstrual cycle.	-Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. -Know about menstrual wellbeing including key facts about the menstrual cycle.
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