

In Foundation Stage

Pupils should be taught to:

- Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity.
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Talk about how they and others show feelings.
- Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully.
- Know that other children don't always enjoy the same things, and be sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

The Department for Education statutory guidance for RSHE states that by the end of primary school pupils should know:

Relationships Education

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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/sharing each other's lives.
- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful relationships

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners. R22 R33 • the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Health Education

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

	Nursery Citizen		Reception Citizen
Progression and Assessment Criteria	<p>(30-50 months)</p> <p>Children:</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Can tell adults when they are hungry or tired or when they want to rest or play. • Observe the effects of activity on their bodies. • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. <p>Relationships</p> <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Are aware of own feelings, and know that some actions and words can hurt others' feelings. • Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>Adults:</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Talk with children about why we encourage them to rest when they are tired. • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. • Talk with children about the importance of hand-washing. • Help children who are struggling with self-care by leaving a last small step for them to complete. <p>Relationships</p> <ul style="list-style-type: none"> • Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. • Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. • Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Plan support for children who have not yet made friends. • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Show own concern and respect for others. • Model how to label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Model and involve children in finding solutions to problems and conflicts. • Encourage children to talk about their own home and community life, and to find out about other children's experiences. 		<p>(40-60 months)</p> <p>Children:</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understands need for variety in food. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p>Relationships</p> <ul style="list-style-type: none"> • Initiate conversations, attend to and take account of what others say. • Take steps to resolve conflicts with other children, e.g. finding a compromise. • Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Are confident to speak to others about own needs, wants, interests and opinions. • Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Talk about how they and others show feelings. • Are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities. • Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • Know that other children don't always enjoy the same things, and are sensitive to this. • Know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Adults:</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Acknowledge and encourage children's efforts to manage their personal needs. • Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. • Be sensitive to varying family expectations and life patterns when encouraging thinking about health. • Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. <p>Relationships</p> <ul style="list-style-type: none"> • Model being a considerate and responsive partner in interactions. • Intervene when children need help with difficult situations, e.g. are experiencing prejudice or unkindness. • Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. • Encourage children to think about issues from the viewpoint of others. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Encourage children to share their feelings and talk about why they respond to experiences in particular ways. • Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.

	Nursery Citizen	Reception Citizen
Progression and Assessment Criteria	<p>Environments</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. • Plan so that children can be active in a range of ways, including while using a wheelchair. • Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. <p>Relationships</p> <ul style="list-style-type: none"> • Provide activities that require collaboration, such as parachute activities and ring games. • Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. • Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying ‘You can’t play’. • Provide photographs and pictures of emotions for children to look at and talk about. • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. • Make available a range of music that captures different moods. • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line. • Provide a safe space for children to calm down or when they need to be quiet. • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Provide a role-play area resourced with materials reflecting children’s family lives and communities. • Consider including resources reflecting lives that are unfamiliar, to broaden children’s knowledge and reflect an inclusive ethos. • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children’s experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. 	<p>Environments</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. • Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability <p>Relationships</p> <ul style="list-style-type: none"> • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. • Provide activities that involve turn-taking and sharing in small groups. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. • Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children’s experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.
Themes	<ul style="list-style-type: none"> • Exploring Emotions (E) • Bullying Matters (B) • Being Responsible (BR) • Being Healthy (BH) • Relationships (R) • Difference and Diversity (DD) 	<ul style="list-style-type: none"> • Exploring Emotions (E) • Bullying Matters (B) • Being Responsible (BR) • Being Healthy (BH) • Relationships (R) • Difference and Diversity (DD)

	Year 1 Citizen	Year 2 Citizen	Year 3 Citizen
Progression and Assessment Criteria	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Can explain what keeps them healthy. (H1) (E, BH) • Can make simple choices about their health and wellbeing. (H2) (BH) • Can recognise what they like and dislike. (H2) (BH) • Can set themselves simple goals. (H3) (BH) • Can express some of their positive qualities/strengths. (H3) (BH) • Can name and identify a range of feelings. (H4) (E) • Can develop simple strategies to manage some feelings. (H4, H5) (E) • Can explain ways of keeping clean. (H6) (BH) • Can use skills developed to help prevent diseases spreading. (H7) (BH) <p>Relationships</p> <ul style="list-style-type: none"> • Can communicate their feelings to others. (R1) (E) • Can recognise that their behaviour can affect other people. (R2) (E, B, R) • Can recognise what is fair and unfair. (R4) (BR, R) • Can begin to share their views and opinions. (R5) (DD) • Can actively listen to other people and to instructions. (R6) (B, R) • Can work cooperatively with others. (R6, R7) (B, R) • Can identify the differences and similarities between people. (R8) (DD) • Can identify what makes them special. (R9) (R) • Can recognise people's bodies and feelings can be hurt. (R11) (B) • Can be kind to others. (R12) (B) • Can recognise different types of bullying and why it is wrong. (R13) (B) • Can identify who to go to if they need help with their worries. (R14) (B) <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Can demonstrate how we can care for one other. (L1) (BR) • Can contribute to the life of the classroom and school. (L1) (BR) • Can follow classroom and school rules. (L2) (BR) • Can demonstrate how to be responsible. (L3) (BR) • Can explain which groups they belong to, such as family and school. (L4) (DD) • Can explain how we can care for animals. (L5) (BR) • Can identify ways to respect our local environment. (L5) (BR) • Can express why they are unique. (L8) (DD) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Can explain what keeps them healthy. (H1) (DE) • Can make simple choices about their health and wellbeing. (H2) (DE) • Can develop simple strategies to manage some feelings. (H4, H5) (C) • Can explain some changes that happen from young to old. (H8, H9) (G, C) • Can name main parts of the body including external genitalia. (H10) (G) • Can talk about the harmful aspects of some household products/medicines. (H11) (DE, BS) • Can describe ways of keeping safe in different situations. (H12) (DE, BS) • Can explain different ways that family and friends should care for one another. (H13) (G, C, BS) • Can identify that they do not need to keep secrets and explain why. (H14, H15) (DE, G, BS) • Can recognise what is meant by privacy for themselves and others. (H16) (G, BS) <p>Relationships</p> <ul style="list-style-type: none"> • Can recognise the difference between secrets and nice surprises. (R3) (G) • Can work cooperatively with others. (R6, R7) (BM) • Can identify the differences and similarities between people. (R8) (G) • Can identify what makes them special. (R9) (BM) • Can recognise what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R10) (G) <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Can follow classroom and school rules. (L2) (BS) • Can explain which groups they belong to, such as family and school. (L4) (BM) • Can identify where money comes from and what influences how we spend it. (L6, L7) (M) • Can express why they are unique. (L8) (G, BM) • Can explain ways in which we are the same as all other people. (L9) (BM) • Can identify what to do in an emergency. (L10) (BS) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Can identify what affects their physical and mental health. (H1, H12) (E, BH) • Can understand what a balanced diet includes. (H2) (BH) • Can recognise what might influence our choices to have a 'balanced lifestyle.' (H3, H16) (BH) • Can identify their strengths and suggest areas for improvement. (H5) (BH) • Can name and identify a range of feelings. (H6) (E) • Can use strategies to help manage their emotions. (H7) (E) <p>Relationships</p> <ul style="list-style-type: none"> • Can communicate their feelings to others. (R1) (E) • Can identify skills to maintain and form good relationships. (R2) (R) • Can identify the difference between a healthy and an unhealthy relationship. (R2, R3) (R) • Can recognise different types of relationships. (R4, R5, R6, R19) (R) • Can understand that their actions affect themselves and others. (R7) (E, B, R) • Can recognise the risks associated with 'keeping a secret.' (R9) (R) • Can work collaboratively and co-operatively. (R10) (DD, R) • Can demonstrate that they can be kind and respectful to others. (R10, R21) (DD, R) • Can listen to others' points of view and respond appropriately. (R10, R11) (B, DD, R) • Can identify strategies to resolve conflicts. (R12) (E, B) • Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (B, DD) • Can identify the consequences of teasing, bullying and discrimination. (R14) (B, DD) • Can identify how to recognise and challenge stereotypes. (R16) (DD) • Can recognise bullying in all its forms. (R18) (B) <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Can take part in a debate or topical issue and confidently share their point of view. (L1) (BR) • Can explain why rules and laws are needed in different situations. (L2) (BR) • Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5) (BR) • Can identify the consequences of aggressive and harmful behaviours. (L6) (B) • Can explain strategies for getting support for themselves or others at risk. (L6) (B) • Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BR) • Can identify and demonstrate strategies to resolve differences. (L8) (BR) • Can demonstrate respect and show tolerance towards people different from themselves. (L8) (BR) • Can identify groups to which they belong. (L9) (BR) • Can understand what being part of a community means and the local and national groups that support them. (L9, L10) (BR, M) • Can appreciate the range of identities in the UK. (L11) • Can describe some of the different beliefs and values in society. (L12) (M) • Can explain how to be a critical consumer. (L13, L14) (M) • Can demonstrate their enterprise skills. (L16) (M)
Themes	<ul style="list-style-type: none"> • Exploring Emotions (E) • Bullying Matters (B) • Being Responsible (BR) • Being Healthy (BH) • Relationships (R) • Difference and Diversity (DD) 	<ul style="list-style-type: none"> • Being Me (BM) • Being Safe (BS) • Drug Education (DE) • Money Matters (M) • Changes (C) • Growing Up (G) 	<ul style="list-style-type: none"> • Exploring Emotions (E) • Bullying Matters (B) • Being Responsible (BR) • Being Healthy (BH) • Relationships (R) • Difference and Diversity (DD)

	Year 4 Citizen	Year 5 Citizen	Year 6 Citizen
Progression and Assessment Criteria	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (DE, G) Can understand what a balanced diet includes. (H2) (BS) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (G) Can identify their strengths and suggest areas for improvement. (H5) (G) Can name and identify a range of feelings. (H6) (C) Can use strategies to help manage their emotions. (H7) (C) Can identify positive ways to face new challenges such as transition. (H8) (G, C) Can recognise, predict and manage risks in different situations. (H9, H10, H14) (DE, C, BS) Can explain how their actions have consequences for themselves and others. (H11, H13) (DE, BS) Can identify safety rules and where to get help. (H15, H23) (DE, BS) Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17) (DE) Can identify physical/emotional changes during puberty. (H18) (G) Can understand what appropriate and inappropriate touch/contact means and identify strategies required. (H20) (G) Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21) (DE, BS) Can describe strategies for keeping safe and being responsible. (H22, H24, H25) (BS) <p>Relationships</p> <ul style="list-style-type: none"> Can recognise different types of relationships. (R4, R5, R6, R19) (G) Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately. (R8, R21) (G) Can demonstrate that they can be kind and respectful to others. (R10, R21) (BM) Can listen to others' points of view and respond appropriately. (R10, R11) (BM) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (G, BM) Can identify how to recognise and challenge stereotypes. (R16) (G) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BM) Can identify groups to which they belong. (L9) (BM) Can appreciate the range of identities in the UK. (L11) (BM) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (BH) Can understand what a balanced diet includes. (H2) (BH) Can recognise what might influence our choices to have a 'balanced lifestyle.' (H3, H16) (BH) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (BH) Can identify their strengths and suggest areas for improvement. (H5) (BH) Can name and identify a range of feelings. (H6) (E) Can use strategies to help manage their emotions. (H7) (E) Can identify substances/drugs that are legal/illegal and identify the risks. (H16, H17) (BH) <p>Relationships</p> <ul style="list-style-type: none"> Can communicate their feelings to others. (R1) (E) Can identify skills to maintain and form good relationships. (R2) (R) Can identify the difference between a healthy and an unhealthy relationship. (R2, R3) (R) Can recognise different types of relationships. (R4, R5, R6, R19) (R) Can understand that their actions affect themselves and others. (R7) (E, B) Can work collaboratively and co-operatively. (R10) Can demonstrate that they can be kind and respectful to others. (R10, R21) (R) Can identify strategies to resolve conflicts. (R12) (E, B, R) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (B) Can identify the consequences of teasing, bullying and discrimination. (R14) (B) Can recognise bullying in all its forms. (R18) (B) Can understand that forcing anyone to marry is a crime. (R20) (R) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can take part in a debate or topical issue and confidently share their point of view. (L1) (BR) Can explain why rules and laws are needed in different situations. (L2) (BR) Can identify that people have basic human rights and they are there to protect everyone. (L3, L4, L5) (BR) Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BR) Can identify and demonstrate strategies to resolve differences. (L8) (BR) Can demonstrate respect and show tolerance towards people different from themselves. (L8) (BR) Can identify groups to which they belong. (L9) (BR) Can understand what being part of a community means and the local and national groups that support them. (L9, L10) (BR) 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Can identify what affects their physical and mental health. (H1, H12) (G) Can understand what a balanced diet includes. (H2) (DE, BS) Can identify how images in the media don't always reflect reality. (H4, L7, L18) (G) Can explain how their actions have consequences for themselves and others. (H11, H13) (DE, G, BS) Can identify safety rules and where to get help. (H15, H23) (DE, BS) Can identify substances/drugs Can name and identify a range of feelings. (H6) (G, C) Can use strategies to help manage their emotions. (H7) (G, C) Can identify positive ways to face new challenges such as transition. (H8) (C) Can recognise, predict and manage risks in different situations. (H9, H10, H14) (DE, C, BS) s that are legal/illegal and identify the risks. (H16, H17) (DE, BS) Can identify physical/emotional changes during puberty. (H18) (G) Can explain what human reproduction is. (H19) (G) Can describe hazards that may exist in their environment and describe strategies to keep them safe. (H21) (BS) Can describe strategies for keeping safe and being responsible. (H22, H24, H25) (BS) <p>Relationships</p> <ul style="list-style-type: none"> Can identify skills to maintain and form good relationships. (R2) (G) Can recognise different types of relationships. (R4, R5, R6, R19) (G) Can work collaboratively and co-operatively. (R10) (DD) Can demonstrate that they can be kind and respectful to others. (R10, R21) (DD) Can listen to others' points of view and respond appropriately. (R10, R11) (DD) Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.' (R13, R17) (G, BM, DD) Can identify the consequences of teasing, bullying and discrimination. (R14) (DD) Can recognise and identify how to manage 'dares.' (R15) (M) Can identify how to recognise and challenge stereotypes. (R16) (DD) <p>Living in the Wider World</p> <ul style="list-style-type: none"> Can take part in a debate or topical issue and confidently share their point of view. (L1) (G) Can identify the different rights and responsibilities at school, home and community and the skills they need. (L7) (BM) Can identify groups to which they belong. (L9) (BM) Can explain how to be a critical consumer. (L13, L14) (M) Can suggest ways of protecting their environment and improving their community. (L15) (M) Can demonstrate their enterprise skills. (L16) (M)
Themes	<ul style="list-style-type: none"> Being Me (BM) Being Safe (GBS) Drug Education (DE) Money Matters (M) Changes (C) Growing Up (G) 	<ul style="list-style-type: none"> Exploring Emotions (E) Bullying Matters (B) Being Responsible (BR) Being Healthy (BH) Relationships (R) Difference and Diversity (DD) 	<ul style="list-style-type: none"> Being Me (BM) Being Safe (GBS) Drug Education (DE) Money Matters (M) Changes (C) Growing Up (G)

Hardwick – PSHE