


Burford Primary School: PSHE - Curriculum sequence and progression of skills

	EYFS		Lower School Vocabulary						
Vocabulary	<p>Being me in my world: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns Celebrating difference: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family Dreams and goals: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, happy, Kind, Encourage Healthy me: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust Relationships: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing Changing me: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>		<p>Being me in my world: safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed, mental health, positive, negative, emotions, emotional response, angry, embarrassed, lonely, worried, anxious, sad, happy, excited, jolly, silly, kind, relaxed, frustrated, share, trust, connected, five a day, exercise, healthy food, unhealthy food, carbohydrate, dairy, protein, fats, fibre, hydration, balanced diet, habits, choices, benefits, express self, identity, self-worth, set-backs, shared values, aspirations, discuss, include, exclude, work, volunteer, shared responsibility, rules, laws, rights of the child, responsibilities Celebrating difference: similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique, boys, girls, assumptions, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, value, family, loving, caring, safe, connected, conflict, solve it together, solutions, resolve, witness, bystander, tell, consequences, hurtful, compliment Dreams and goals: proud, success, achievement, goal, treasure, coins, goal, learning, stepping-stones, process, working together, team work, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals, realistic, achievement, strength, persevere, difficult, easy, learning together, partner, product, perseverance, ambitions, future, aspirations, enterprise, co-operation, motivated, efficient, solution Healthy me: healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait, healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, dangerous medicines, balanced diet, portion, proportion, energy, fuel, nutritious, oxygen, energy, calories, heartbeat, lungs, heart, fitness, sugar, fat, saturated fat, healthy attitude, anxious, advice, dangerous, emergency, emergency services, harmful, risk, complex, choice Relationships: family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate, relationship, important, co-operate, communication, hugs, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trustworthy, honesty, reliability, compliments, celebrate Changing me: changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, penis, breasts, learn, new, grow, feelings, anxious, worried, excited, coping, control, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, nervous, happy, birth, animals, babies, mother, growing up, nutrients, survive, love, affection, care</p>						
National Curriculum	<p>EYFS Personal, Social & Emotional Development <i>ELG: Self-Regulation</i> show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate give focused 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 <i>ELG: Managing Self</i> be confident to try new activities and show independence, resilience and perseverance in the face of challenge explain the reasons for rules, know right from wrong and try to behave accordingly manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <i>ELG: Building Relationships</i> work and play cooperatively and take turns with others form positive attachments to adults and friendships with peers show sensitivity to their own and to others' needs</p>		<p>By the end of Primary School expectations (part 1 of 2): <i>Families and people who care for me:</i> Pupils should know <ul style="list-style-type: none"> 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 and 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 <i>Caring Friendships:</i> Pupils should know <ul style="list-style-type: none"> 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, if needed. </p>						
Knowledge Content	EYFS Learning		Lower School Learning						
Being Me in my World: Feeling like I belong How am I feeling? Working well with others Kind and gentle hands Our rights Our responsibilities	Healthy Me: Everybody's Body We like to move it, move it! Healthy Eating Good night's sleep Keeping clean Stranger Danger	Cycle A 2023-2024	Being Me in my World: Setting personal goals Self-identity and worth Positivity in challenges Rules, rights & responsibilities Rewards & consequences Responsible choices	Celebrating Difference: Families & their differences Family conflict and how to manage it, witnessing bullying & how to solve it, Giving and receiving compliments	Dreams & Goals: Difficult challenges Dreams and ambitions Motivation & enthusiasm Overcoming obstacles, Evaluating learning processes Simple budgeting	Healthy Me: Exercise & Fitness Food labelling and healthy swaps, Attitudes towards drugs Keeping safe on & offline, Respect for myself and others	Relationships: Family roles & responsibilities Negotiation, Keeping safe online, Being a global citizen, Being aware of how my choices affect others	<small>RSE Content delivered by age-group</small>	Changing Me Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change
Celebrating Difference: What am I good at? Families Houses and Homes Making friends Standing up for yourself!	Relationships: My family and me Making and maintaining friendships Falling Out and bullying Being the best friends we can be	Cycle B 2024-2025	Being Me in my World: Feeling special and safe Being part of a class Rights & responsibilities Rewards & feeling proud, Consequences Owning the Learning Charter	Celebrating Difference: Similarities & differences Understanding bullying Making new friends Celebrating the differences in everyone	Dreams & Goals: Setting goals, Identifying successes & achievements Working well & celebrating achievement Tackling new challenges	Healthy Me: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe, Medicine safety, Road safety Health and happiness	Relationships: Belonging to a family Being a good friend Physical contact People who help us Qualities as a friend Celebrating special relationships	<small>RSE Content delivered by age-group</small>	Changing Me Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change
Dreams & Goals: Persevering towards a challenge Never giving up Setting a goal Overcoming obstacles with support Celebrating achievement	Changing Me: My body Respecting my body Growing up Fun and fears Celebration time!	Cycle B 2025-2026	Being Me in my World: Hopes and fears Rights & responsibilities Rewards & consequences Safe & fair learning Valuing contributions Choices	Celebrating Difference: Assumptions & stereotypes about gender, Standing up for self & others Making new friends, Celebrating difference	Dreams & Goals: Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me: Motivation Healthier choices Relaxation, Healthy eating and nutrition Healthier snacks	Relationships: Different types of family Physical contact boundaries Friendship and conflict Secrets, Trust and appreciation Expressing appreciation for special relationships	<small>RSE Content delivered by age-group</small>	Changing Me Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change

Upper School Vocabulary

Vocabulary

Being Me in my World: included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning charter, contribution, observer, convention on rights of child (UNCRC), conflict, prejudice, rules, laws, human rights, goals, strength, value, charter, worries, fears, choices, community, education, wants, needs, empathy, comparison, opportunities, behaviour, empathise, obstacles, co-operation, collaboration, legal, illegal, lawful, motivation, proud participation,

Celebrating difference: character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, special, unique, physical features, impression, changed, culture, conflict, difference, similarity, belong, racism, colour, race, discrimination, bullying, rumour, name-calling, racist, homophobic, cyber bullying, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, gender diversity, transgender, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying behaviour, direct, indirect, argument, recipient, para-olympian, achievement, accolade, perseverance, admiration, stamina, celebration, difference, conflict

Dreams and Goals: dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation, success, celebrate, evaluate, achievement, money, grown up, adult, lifestyle, ambition, career choice, diversity, inclusion, stereotyping, college, university, apprenticeship, training, learning, strengths, stretch, personal, realistic, unrealistic, feeling, success criteria, learning steps, global, issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition

Healthy Me: friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong, choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, opinion, fact, motivation, responsibility, immunisation, prevention, drugs, effects, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.

Relationships: jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love, characteristics, personal qualities, attributes, self-esteem, responsibility, age-limit, social network, community, online, off line, rights, risky, community, violence, appropriate, grooming, gambling/betting, trustworthy, devices, screen time, social, off line, mental health, physical health, personal information, safe, choices, vulnerable, risk, mental health, stress, anxiety, support, worried, signs, warning, self-harm, grief, despair, hopelessness, anger, bereavement, coping strategies, power, control, authority, bullying, script, assertive strategies, risks, pressure, influences, self-control, real/fake, true/untrue, assertiveness, judgement, communication, safety

Changing Me: personal, unique, characteristics, parents, sperm, egg / ovum, penis, testicles, vagina / vulva, womb / uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy, change, grow, mature, child, teenage, adult, private parts, breasts, pubic hair, Adam's apple, internal, inside, reproductive organs, uterus, fallopian tubes, menstrual cycle, period, sanitary pads, tampons, erection, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support, self, self-image, body image, self-esteem, perception, affirmation, facial hair, growth spurt, hormones, relationships, conception, pregnancy, embryo, fertility treatment (IVF), milestone, hope, manage, cope, opportunities, fear, excitement

National Curriculum

By the end of Primary School expectations (part 2 of 2):

Respectful Relationships:
Pupils should 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners. • 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:
Pupils should know

- 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:
Pupils should know

- 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

Upper School Learning

Knowledge Content		Upper School Learning					
		Being Me in my World:	Celebrating Difference:	Dreams & Goals:	Healthy Me:	Relationships:	Changing Me
Cycle A 2023-2024	Goals Global citizenship Children's universal rights Choices, consequences & rewards Group dynamics Democracy Having a voice Anti-social behaviour	Perceptions of normality Disability Power struggles Bullying Inclusion / Exclusion Differences as conflict & celebration	Personal learning goal Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation Emotional and mental health Managing stress	Identifying mental health worries & sources of support Love and loss, Managing feelings Power & control Assertiveness Technology safety	Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change	
	Being part of a class team, Rights, responsibilities & democracy, Rewards & consequences Group decision-making, Having a voice	Challenging assumptions, Judging by appearance Accepting self & others Understanding influences, First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Resilience & Positivity	Healthier friendships Group dynamics Smoking, Alcohol Assertiveness, Peer pressure Celebrating inner strength	Jealousy, Love and loss Memories of loved ones Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals	Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change	
	Being a citizen Rights and responsibilities How behaviour affects groups Democracy, Having a voice, Participating	Cultural differences & how they can cause conflict, Racism Rumours and name-calling Material wealth and happiness Enjoying & respecting others	Future dreams The value of money jobs and careers Goals in different cultures Supporting others	Smoking, Vaping, Alcohol, Anti-social behaviour, Emergency aid, Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition & self-worth, Safer online communities, Online gaming and gambling Reducing screen time Dangers of online behaviour choices	Understand everyone is unique & special Express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask if they are worried about change Looking forward to change	

Relationships	<p>Talk about what makes a good friend Recognise how others show feelings & how to respond Recognise how their behaviour affects others Talk about how to keep safe Recognise similarities and differences in families</p>	<p>Talk about roles different people play in their lives Identify people who love & care for them and how Recognise different types of families incl those that may be different to their own Identify common features of family life Know that bodies & feelings can be hurt by words & actions (incl on-line) Recognise that some things are private (incl parts of the body) & the importance of recognising privacy Know how to respond if physical contact makes them feel uncomfortable / unsafe Know when to ask for permission & when their permission should be sought Identify what is kind / unkind behaviour & how this can affect others Talk about how to treat self & others with respect</p>	<p>Know what makes good friendship Know how to recognise when they or someone else feels lonely & what to do Know simple strategies to resolve arguments between friends positively Know how to ask for help if a friendship is making them feel unhappy Know how to listen to other people, play & work co-op Know how people may feel if they experience hurtful behaviour (incl bullying) Know that hurtful behaviour (offline & online) is not acceptable; how to report bullying; the importance of telling a trusted adult Know that people may behave differently online Know the importance of not keeping adults' secrets Identify some basic techniques for resisting pressure to do something they don't want to do Know what to do if they feel unsafe or worried for themselves or others Recognise ways in which they are the same & different to others Know how to talk about & share their opinions on things that matter to them</p>	<p>Recognise there are different types of relationships & family structures Know that a feature of positive family life is caring relationships Recognise other shared characteristics of healthy family life Know how to recognise if family relationships are making them feel unhappy or unsafe & how to seek help or advice Recognise the impact of hurtful behaviour & bullying (offline & online) Recognise privacy & personal boundaries Know how to respond safely & approp to adults they may encounter (incl online) Know that personal behaviour can affect other people; recognise & model respectful behaviour online Recognise the importance of self-respect & how this can affect thoughts & feelings about themselves; that everyone should be treated politely & with respect by others (incl when online &/or anonymously); strategies to improve or support respectful relationships</p>	<p>Recognise the importance of friendships Know what constitutes a positive healthy friendship (off & online) Recognise what it means to know someone "online" & how this differs from knowing someone "face-to-face" Know the importance of seeking support if feeling lonely or excluded Recognise if a friendship (including online) is making them feel unsafe Recognise strategies to respond to hurtful behaviour experienced or witnessed (including online) Know why someone may behave differently online; how to report concern Talk about keeping something confidential or secret, when this should be / shouldn't be agreed to Know how to recognise pressure from others to do something unsafe Talk about respecting the differences & similarities between people Know how to listen & respond respectfully to a wide range of people</p>	<p>Know that healthy friendship make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them Identify strategies for recognising & managing peer influence Know how friendships can change over time & benefits of having different types of friends Know that friendships have ups & downs; strategies to resolve disputes & reconcile differences Recognise if a friendship is making them feel unsafe or uncomfortable: how to manage this & ask for support Talk about seeking & giving permission Recognise different types of physical contact; what is (un)acceptable & strategies to respond Know where to get advice & report concerns if worried about their own or someone else's personal safety Recognise discrimination: what it means & how to challenge it</p>	<p>Know that people may be attracted to someone emotionally, romantically or sexually; of the same sex or different sex to them; that gender identity & sexual orientation are different Know about marriage & civil partnership as a legal declaration of commitment made by two adults who love & care for one another, which is intended to be lifelong Know that forcing anyone to marry against their will is a crime Recognise that people who love & care for each other may be in a committed relationship (eg marriage), living together but may also live apart Know how to discuss & debate topical issues, respect other people's point of view & constructively challenge those they disagree with</p>
Living in the Wider World	<p>Say why we need rules and give some examples Identify safe and unsafe places to play Take part in a class vote Identify groups & communities to which they belong Know what improves & harms their local, natural & built environments & about some of the people who look after them Know why we take turns, share & return things that have been borrowed Talk about the role of money in their lives, incl how to keep it safe</p>	<p>Recognise what rules are, why they are needed Know how people & other living things have different needs & responsibilities for caring for them Talk about things they can do to help look after their environment Know how the internet can be used safely Talk about the role of the internet in everyday life Recognise that everyone has different strengths Talk about different jobs that people they know or work in the community do Identify some of the strengths & interests someone might need to do different jobs</p>	<p>Can talk about the different groups they belong to Talk about the different roles & responsibilities people have in their community Recognise the ways in which they are the same as, different to, other people Know that not all information seen online is true Know what money is, forms that money comes in, that money comes from different sources Know that people make different choices about to save & spend money Talk about the difference between needs & wants; that sometimes people may not always be able to have the things they want Know that money needs to be looked after Know that jobs help people to earn money to pay for things</p>	<p>Recognise reasons for rules, laws & consequences Recognise there are human rights to protect everyone Talk about the relationship between rights & responsibilities Recognise ways in which the internet & social media can be used both positively & negatively Know how to assess the reliability of sources of info online Recognise positive things about themselves & their achievements; set goals to help achieve personal outcomes Know that there is a broad range of different jobs that people can have Know about stereotypes in the workplace Identify some of the skills that will help them in their future careers</p>	<p>Talk about the importance of having compassion towards others Know about the different groups that make up their community Value the different contributions that people & groups make to the community Know about some different ways information & data are shared & used online Talk about how information on the internet is ranked, selected & targeted at specific individuals & groups Know about the different ways to pay for things & the choices people have about this Know that people's spending decisions can affect others & the environment Recognise that people make spending decisions based on priorities, needs & wants Know different ways to keep track of money</p>	<p>Identify ways of carrying out shared responsibilities for protecting the environment in school & at home; how everyday choices can affect the environment Recognise what might influence people's decisions about a job or career Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (eg college, apprenticeship, university)</p>	<p>Talk about diversity; know what it means; the benefits of living in a diverse community Talk about stereotypes; how they can negatively influence behaviours & attitudes towards others; strategies for challenging Talk about prejudice; how to recognise behaviours / actions which discriminate against others & ways of responding to it Understand reasons for following & complying with regulations & restrictions; how they promote personal safety & wellbeing with reference to social media, TV, films & online gaming Recognise things approved to share & things that should not be shared on social media; Know how text & images in the media & on social media can be manipulated or invented; Recognise that people have different attitudes towards saving & spending money Identify risks associated with money & ways of keeping money safe Know of the risks involved in gambling, impact on health, well-being & future aspirations Identify the ways that money can impact on people's feelings & emotions</p>
Health & Well-being	<p>Identify what they can do by themselves and with support Be able to set themselves a target Know how to keep themselves clean Be able to talk about growing</p>	<p>Talk about what keeping healthy means (incl different ways to keep healthy) Identify foods that support good health & the risks of eating too much sugar Talk about how physical activity helps us to stay healthy & ways to be physically active Know simple hygiene routines can stop germs from spreading Know how to keep safe in the sun & protect germs from spreading Recognise the importance of knowing when to take a screen break Talk about people who help us to stay physically healthy Recognise and name different feelings Know feelings can affect people's bodies & how they behave Know how to recognise what others might be feeling Recognise that not everyone feels the same at the same time, or feels the same about the same thing Recognise what make them feel special Recognise the ways in which we are all unique Identify what they are good at, what they like / dislike Know how to manage when finding things difficult Know about rules & age restrictions that keep us safe Tal about the basic rules to keep safe online</p>	<p>Know why sleep is important & different ways to rest & relax Know what can help people to stay healthy Talk about dental care & visiting the dentist; how to brush correctly; food & drink that support dental health Know different ways to share feelings (incl range of feeling words) Identify different things that help people feel good Recognise when they need help with feelings & how to ask for help Know about change & loss (incl death); identify feelings associated with this; recognise what helps people feel better Name the main parts of the body Talk about growing & changing from young to old & how people's needs change Prepare to move to a new year group Recognise risk in simple everyday situations & action to take to minimise harm Recognise how to keep safe at home & fire safety Know that household products can be harmful if not used correctly Talk about ways to keep safe in familiar & unfamiliar environments Identify the people whose job it is to help us keep safe Know what to do if there is an accident & someone is hurt Know how to get help in an emergency (incl how to dial 999 & what to say)</p>	<p>Know how to make informed decisions about health Talk about the elements of a balanced, healthy lifestyle Know about choices that support a healthy lifestyle Recognise that habits can have both positive & negative effects on a healthy lifestyle Know what constitutes a healthy diet Know how regular exercise benefits mental & physical health; recognise opportunities to be physically active Recognise that feelings can change over time & range in intensity Know about everyday things that affect feelings & the importance of expressing feelings Have a varied vocabulary when talking about feelings Recognise their individuality & personal qualities Identify personal strengths, skills, achievements & interests & how these contribute to self-worth Know how to manage setbacks / perceived failures, including how to re-frame unhelpful thinking Know how to predict, assess & manage risk in different situations Talk about hazards (incl fire risk) that may cause harm, injury or risk in the home & what they can do to reduce risk Know strategies for keeping safe in the local environment or unfamiliar places</p>	<p>Talk about what good physical health means Know how to maintain good oral hygiene Identify some differences in male & female bodies Know about the physical & emotional changes that happen when approaching & during puberty Know how hygiene routines change during the time of puberty & maintaining personal hygiene Know where to get more information, help & advice about growing & changing, especially about puberty Know how medicines contribute to health, that some diseases can be prevented by vaccinations & immunisations, how allergies can be managed Know about the importance of taking medicines correctly & using household products safely Know about the risks & effects of legal drugs common to everyday life & their impact on health</p>	<p>Know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour & ability to learn Recognise that bacteria & viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene & how to maintain it Know about the benefits of sun exposure & risks of overexposure; how to keep safe from sun damage & sun/heat stroke & reduce the risk of skin cancer Talk about strategies & behaviours that support mental health – incl good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs & activities, hobbies & spending time with family Talk about personal identity: what contributes to who we are how the process of puberty relates to human reproduction Recognise that for some people gender identity does not correspond with their biological sex Recognises their individuality & personal qualities Know what is meant by first aid Know how to respond & react in an emergency situation: identifying when emergency services are required, how to contact them & what to say</p>	<p>Recognise the benefits of the internet; the importance of balancing time online with other activities Know how & when to seek support, incl adults to speak to in & outside of school, if they are worried about their health Know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health Identify strategies to respond to feelings; incl intense or conflicting feelings; how to manage & respond to feelings approp & proportionately in different situations Recognise warning signs about mental health & wellbeing & how to seek support for themselves & others Know that anyone can experience mental ill health; that most difficulties can be resolved with help & support & that it is important to discuss feelings with a trusted adult Know about change & loss, incl death & how these can affect feelings; ways of expressing & managing grief & bereavement Know problem-solving strategies for dealing with emotions, challenges & change, incl the transition to secondary school.</p>