

Personal, Social, Health and Economic Education

Intent:

At Thameside we want our children to have high aspirations, a belief in themselves and to realise that anything is possible if they put their mind to it. We aim to develop a confidence in sharing their own thoughts and opinions with others and equip them with tools to openly discuss their concerns. Our intention is that children will have the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. Children would know what is acceptable and not acceptable in a relationship and know how to promote a successful friendship. They will be aware of the similarities and differences between people and be a successful and helpful part of a wider community. 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.

Early Years Framework- Personal, Social and Emotional

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults, enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

National Curriculum- Relationships, Sex and Health Education

Families and people who care for me

Pupils should know

- 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.

<p>Caring Friendships</p>	<p>Pupils should know</p> <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>Respectful Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Online Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Being Safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	All about me	Light and Festivals	Journeys	Amazing Animals	The World around me	Water
Reception	Making Relationships Self Confidence/Awareness Managing Feelings/Behaviour					
Year 1	Rules and Responsibilities	Healthy Lifestyles	Family and Friends	Communication	Bullying	Keeping Safe
Year 2	Rules and Responsibilities	Communities Hygiene	Emotions	Fairness	Money and Finance	Changing and Growing
Year 3	Rules and Responsibilities	Emotions	Health/Nutrition and food	Safety/ First Aid	Healthy Relationships	Growing and Changing/ Economic Awareness
Year 4/5	Rights and responsibilities	Diversity/ Similarities and Differences	Nutrition and food	Safety	Aspirations	Health (including SRE)/ Enterprise
Year 5/6	Rights and responsibilities	Diversity/ Similarities and Differences	Nutrition and food	Safety (incl basic first aid)	Aspirations	Health (including SRE)/ Enterprise

Development Matters 2021- Nursery	Development Matter 2021- Reception
<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>

	3D PSHE Units	Knowledge	Skills	RSE Coverage
Year 1	Core 3- Living in the Wider World- Rules and Responsibilities	<p>Know some key reasons why we have rules.</p> <p>Know rules as expectations.</p> <p>Know some reasons why rules and expectations are important.</p> <p>Know how to positively contribute to the life of the class.</p> <p>Know why it is important to take turns.</p> <p>Know and understand the concept of borrowing.</p>	<p>I can agree and follow rules as part of a group/class.</p> <p>I can agree and follow rules for a collaborative game.</p> <p>I can positively contribute to the life of the class.</p> <p>I can take turns as part of a group.</p> <p>I can borrow items or toys from others.</p> <p>I can respect property that belongs to other people.</p>	
	Core 1- Healthy and Wellbeing- Healthy Lifestyles	<p>Know where different fruit and vegetables grow.</p> <p>Know the social aspect of eating food together.</p> <p>Know that making positive choices about food will improve their health and well-being.</p> <p>Know about the different food groups and why they are important.</p> <p>Know how to make simple choices that improve their health and wellbeing.</p> <p>Know some reasons why physical activity and rest keep us both physically and mentally healthy.</p> <p>Know ways to work as a team to solve a simple challenge.</p> <p>Know how muscles work.</p>	<p>I can explain where different fruits and vegetables grow.</p> <p>I can listen and respond to others during snack or meal time.</p> <p>I can make positive choices when deciding what to eat.</p> <p>I can make simple choices that improve my health and wellbeing.</p> <p>I can work as a team to solve a challenge.</p>	

<p>Core 2- Relationships- Family and Friends</p>	<p>Know what positives relationships with peers look and feel like. Know that family and friends should care for each other. Know reasons why it is important to make friends. Know that people can have differences and similarities. Know that people from different countries can be similar and different and the importance of cross-cultural friendships. Know the importance of sharing as part of friendships and kindness. Know about the importance of family. Know that some people are special to them.</p>	<p>I can build positive relationships with my peers. I can explain ways that my family and friends care for me. I can explain ways that I care for my family and friends. I can talk about my friends and what makes them a good friend. I can talk about ways that I am similar and different to other people. I can talk about what that other people are similar and different to me. I can share with other people. I can be kind to other people (including friends, family and adults around me). I can talk about people that are special to people and explain why.</p>	<p>that families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> 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. <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Core 2- Relationships- Communication</p>	<p>Know ways to share their views effectively. Know the characteristics of some emotions and strategies for managing them; happy, sad, angry, surprised, bored, sick, embarrassed, tired, scared Know why it is important to listen to other people carefully. Know why effective listening looks like. Know why it is important to play and work co-operatively. Know what negotiation means. Know how to take part in a simple debate about topical issues.</p>	<p>I can recognise and communicate my feelings to others in a positive way. I can use different strategies to manage my emotions. I can take part in discussions with one other person and the whole class. I can share my opinions and explain my views to others. I can listen carefully to others. I can play and work co-operatively with others. I can negotiate with others when faced with a simple challenge.</p>	
<p>Core 2- Relationships- Bullying</p>	<p>Know 'bullying' means. Know what bullying behaviour looks and feels like (and what it is not).</p>	<p>I can recognise bullying behaviour. I can take part in whole class discussions.</p>	<p>To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders</p>

		<p>Know that bullying is wrong. Know that name-calling is hurtful and avoidable. Know what positive and negative behaviour is. Know who can help if someone is affected by bullying. Know that there are different types of bullying.</p>	<p>I can recognise how my behaviour affects other people. I can ask for help when I need it. I can talk about people who look after me. I can talk about who to go to if I am worried and ways to help these people look after me.</p>	<p>(primarily reporting bullying to an adult) and how to get help.</p>
	<p>Core 1 – Health and Wellbeing- Keeping Safe</p>	<p>Know how to stay safe in the sun. Know basic road safety rules. Know who can help them to stay safe. Know about the importance of medicine safety. Know that all household products, including medicines, can be harmful if not used properly. Know the difference between secrets and surprises. Know when not to keep adults' secrets. Know that it is acceptable to say 'no' Know how to stay safe when using the internet.</p>	<p>I can explain how to stay safe in the sun. I can choose items that I may need to stay safe in the sun e.g hat, sun lotion, water I can talk about ways to keep safe near medicines and household products. I can talk about who to go to if I am worried and ways to help these people look after me. I can use the internet safely.</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <ul style="list-style-type: none"> • 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.

Year 2	Core 3- Living in the Wider World- Rules and Responsibilities	<p>Know rules as expectations.</p> <p>Know some reasons why rules and expectations are important.</p> <p>Know how to positively contribute to the life of the class.</p> <p>Know why it is important to take turns.</p> <p>Know and understand the concept of borrowing.</p>	<p>I can agree and follow rules as part of a group/class.</p> <p>I can agree and follow rules for a collaborative game.</p> <p>I can positively contribute to the life of the class.</p> <p>I can take turns as part of a group.</p> <p>I can borrow items or toys from others.</p> <p>I can respect property that belongs to other people.</p>	
	Core 3- Living in the Wider World- Communities	<p>Know how to contribute to the life of the classroom</p> <p>Know that they belong to various groups and communities</p> <p>Know the different roles of the local community</p> <p>Know how communities have shared responsibilities.</p>	<p>I can develop a sense of belonging in my community.</p> <p>I can have an active role in my community as part of my school.</p> <p>I can talk about the different ways my community helps me and how I can support my community.</p>	
	Core 1- Health and Wellbeing- Hygiene	<p>Know why it is important to clean your teeth.</p> <p>Know how to have good dental hygiene.</p> <p>Know how to take care of their teeth including brushing.</p> <p>Know why it is important to have a healthy lifestyle.</p> <p>Know what the different food groups are and why they are important.</p>	<p>I can demonstrate how brush my teeth and keep my mouth clean.</p> <p>I can effectively wash my hands and say why this is important.</p> <p>I can talk what a healthy lifestyle is and what I do to say healthy.</p> <p>I can talk about how I maintain good personal hygiene.</p> <p>I can describe the way that germs spread infections and diseases.</p>	

		<p>Know why it is important to wash your hands and to stop the spread of germs.</p> <p>Know how to maintain good personal hygiene.</p> <p>Know that germs spread infections and diseases.</p>		
Core 1-Health and Wellbeing-Emotions	<p>Know that you can experience a range of emotions; happiness, anger, love, sadness</p> <p>Know that making positive choices can lead to happiness.</p> <p>Know about the importance of love.</p> <p>Know about different ways to show sadness.</p> <p>Know that all actions have consequences.</p> <p>Know the difference between right and wrong and how behaviour affects other people.</p>	<p>I can recognise a range of emotions.</p> <p>I can express a range of emotions.</p> <p>I can talk about how to manage a range of emotions.</p> <p>I can talk about things that make me happy.</p> <p>I can talk about things that make me sad.</p> <p>I can make positive choices.</p> <p>I can accept a consequence that I have been given.</p>		
Core 2-Relationships-Fairness	<p>Know the difference between right and wrong.</p> <p>Know the difference between fair and unfair.</p> <p>Know what kind and unkind behaviour looks like.</p> <p>Know that family and friends should care for each other.</p> <p>Know different strategies to cope with unfair teasing.</p> <p>Know that there are different types of teasing and bullying.</p>	<p>I can make positive choices.</p> <p>I can accept a consequence that I have been given.</p> <p>I can explain why something is fair and unfair.</p> <p>I can explain why an action is kind or unkind behaviour.</p> <p>I can take part in whole class discussions.</p> <p>I can listen to and respect other people's views and feelings.</p> <p>I can use different strategies to cope with unfair behaviour.</p>	<p>that families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> 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 	

	<p>Core 3- Living in the Wider World- Money/Finance</p>	<p>Know where money comes from. Know what the role is of money in our society i.e to buy food, pay for bills etc Know why it is important to keep money safe. Know the importance of managing money carefully.</p>	<p>I can recognise different notes and coins. I can talk about things that are important to me and how I keep them safe. I can explain ways to keep money safe. I understand the importance of choices and spending money wisely. I understand that we cannot always afford the items we want to buy.</p>	
	<p>Core 1- Health and Wellbeing- Changing and Growing</p>	<p>Know the similarities and differences between boys and girls. Know the process of growing from young to old. Know the names for different parts of the body; cheek, wrist, ankle, throat, forearm, chin, elbow, shoulder, waist, knees Know about the different physical changes in their bodies as we grow Know about the different emotional changes as they grow Know that they have rights over their own bodies Know about how their needs may change and grow as they develop Know different ways they can take responsibility for their own actions. Know the names of a range of different emotions; happy, sad, angry, surprised, bored, sick, embarrassed, hungry, tired, scared Know that it is acceptable to feel a range of different emotions.</p>	<p>I can explain the similarities between boys and girls. I can talk about how I have grown. I can talk about how I will grow and change in the future (both physical and emotional). I can express my needs to others around me. I can express a range of different emotions.</p>	<p>Know the similarities and differences between boys and girls. Know about the different physical and emotional changes in their bodies as we grow</p>

Year 3	Core 3- Living in the Wider World- Rules and Responsibilities	<p>Know that different rules are needed in different situations.</p> <p>Know that rules may need to be changed.</p> <p>Know that their actions have consequences.</p> <p>Know how to behave responsibly.</p> <p>Know why it is important to be a part of a community.</p> <p>Know and understand what 'discrimination' and 'stereotype' mean.</p>	<p>I can explain what rules I need to follow in a given situation.</p> <p>I can discuss why a rule may need to be changed.</p> <p>I can think of potential consequences as a result of their actions.</p> <p>I can behave appropriately in a given situation.</p> <p>I can talk about how I am part of a community (both school and local community).</p>	<p>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.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>
	Core 1- Health and Wellbeing- Emotions	<p>Know what change, loss and separation mean.</p> <p>Know strategies to manage strong feelings and emotions.</p> <p>Know how to keep themselves safe and where to get help.</p> <p>Know that family units can look differently and sometimes change.</p>	<p>I can talk about change and loss and the associated feelings (moving house, losing toys).</p> <p>I can listen to, reflect on and respect other people's views and feelings.</p> <p>I can manage risk in everyday activities.</p>	<p>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</p> <ul style="list-style-type: none"> • 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.
	Core 1- Health and Wellbeing- Health unit plus	<p>Know and understand the difference between the terms physical, emotional and mental.</p>	<p>I can start to make informed lifestyle choices.</p>	

	<p>Nutrition and Food unit</p>	<p>Know why setting a goal for yourself is important. Know their strengths and goals. Know the recommended guidelines for physical activity and understand the reasons for these. Know where different foods come from (both meat and plants). Know about and understand the function of different food groups for a balanced diet.</p>	<p>I can use strategies for managing and controlling strong feelings and emotions. I can talk about myself and how I learn from my experiences. I can recognise and celebrate my strengths. I can set myself simple but challenging goals. I can talk about the different food groups and their functions. I can prepare and cook a variety of dishes.</p>	
	<p>Core 1- Health and Wellbeing-Safety/First Aid</p>	<p>Know strategies to keep safe online. Know how and where to get help. Know how to use IT safely. Know how to keep personal data safe online. Know the age limits for different social media sites. Know the different ways that social media can be used (both positively and negatively) Know what an emergency is and when to call 999. Know how to call the Emergency Services.</p>	<p>I can use IT safely including software features and settings. I can use the internet safely at school. I can discuss about the advantages and disadvantages of technology. I can discuss the positives and negatives of social media. I can ask for help when needed. I can demonstrate how to make a 999 call.</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <ul style="list-style-type: none"> • 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.

	Core 2- Relationships- Healthy Relationships	<p>Know and understand the features of a good friend.</p> <p>Know why it is important to be positive in relationships with others.</p> <p>Know how to communicate their opinions in a group setting.</p>	<p>I can say what qualities makes a good friend.</p> <p>I can communicate my opinions to others.</p> <p>I can be a good friend to others.</p>	<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.
	Core 1- Health and Wellbeing- Growing and Changing	<p>Know that the rate which we grow differs from person to person.</p> <p>Know how to look after their teeth and maintain oral hygiene.</p> <p>Know what happens when we lose our teeth as they grow up and why this happens.</p>	<p>I can recognise and respect the similarities and differences from person to person.</p> <p>I can explain how to keep my teeth healthy.</p> <p>I can explain why I will lose my teeth as I grow up.</p>	
	Core 3- Living in the Wider World- Economic Awareness	<p>Know why financial management and planning is important.</p> <p>Know the difference between needs and wants.</p> <p>Know why people choose to spend money in different ways.</p>	<p>I can reflect on my own spending habits and choices.</p> <p>I can identify the difference between needs and wants.</p> <p>I can recognise what influences the choices people make about how money is spent.</p> <p>I can make decisions, giving consideration to the impact they may have on others.</p>	
Cycle A (following cycles tbc)				
Class 4/5	Core 3- Living in the Wider World-	Know why structure is needed in different situations.	I can respect similarities and differences between people.	

<p>Class 5/6</p>	<p>Rights and Responsibilities</p>	<p>Know that people’s basic needs are the same around the world. Know the term ‘anarchy’ and what it means. Know the implications of living in an anarchic society. Know and understand the meaning of the following; democracy, sovereignty, dictatorship, government, monarchy. Know about organisations such as the United Nations. Know about the importance and significance of equal rights.</p>	<p>I can discuss the similarities and differences of democracy, sovereignty, dictatorship, government, monarchy. I can discuss the positive contributions of organisations such as the United Nations.</p>	
	<p>Core 2- Relationships- Diversity/ Similarities and Differences</p>	<p>Know what ‘diversity’ means. Know some of the benefits of living in a diverse community. Know what race, discrimination and segregation mean. Know some ways that racial discrimination has impacted on societies (both past and present). Know what gender discrimination means. Know what stereotyping means.</p>	<p>I can discuss what it means to live in a diverse community. I can celebrate diversity in my school and local community. I can respect similarities and differences between people. I can discuss different forms of discrimination against people in societies. I can recognise stereotyping and discrimination. I can recognise and celebrate the achievements of both men and women. I can challenge stereotyping and discrimination.</p>	<ul style="list-style-type: none"> • 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. <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

<p>Core 1- Health and Wellbeing- Nutrition and Food</p>	<p>Know about the different food groups and their related importance as part of a balanced diet. Know that different people have different dietary needs. Know how to apply principles of nutrition and healthy eating when preparing and cooking a meal.</p>	<p>I can discuss the different food groups and their importance as part of a balanced diet. I can start to understand my own dietary needs. I can plan a balanced meal including all the food groups. I can prepare a balanced meal.</p>	
<p>Core 1-Health and Wellbeing-Safety</p>	<p>Know the basic facts and laws about alcohol, tobacco and legal and illegal drugs. Know the commonly available substances and drugs that are legal and illegal. Know what the term 'habit' means. Know what 'risk', 'danger' and 'habit' mean.</p>	<p>I can describe some of the effects and risks of legal and illegal substances and drugs. I can explain why habits can be hard to change. I can explain the difference between the terms 'risk, danger and hazard'. I can recognise that increasing independence brings increased responsibility to keep myself and others safe. I can recognise when and how to ask for help (incl. outside organisations).</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 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.

				<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult.
Core 1- Health and Wellbeing- Aspirations	<p>Know what 'aspiration' means.</p> <p>Know that different people will have different strengths and weaknesses.</p> <p>Know how to and the importance of setting goals for themselves.</p>	<p>I can reflect on and evaluate my achievements and strengths in all areas of my life.</p> <p>I can set myself personal goals.</p> <p>I can recognise and celebrate the achievements of others.</p> <p>I can recognise my own worth.</p> <p>I can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>I can make connections between my learning and the world of work.</p>		
Core 1-Health and Wellbeing-Health (SRE) Use School Nurse Pack	<p>Year 4-Know about the basic synergy between physical, emotional and mental health.</p> <p>Know what 'puberty' is.</p> <p>Know basic ways that they change as they grow (physical, emotional and mental)</p> <p>Know the correct names for male and female genitals.</p> <p>Year 5-</p> <p>Know what 'menstruation' is and what it involves.</p> <p>Know about menstruation products that are available and how to access them.</p> <p>Know the names of internal reproductive organs including uterus, ovary and fallopian tubes.</p>	<p>Year 4- I can reflect on how my body has and will change as a I grow (understanding that some changes are related to puberty).</p> <p>Year 5- I can explain physical and emotional changes as I approach and move into puberty.</p> <p>Year 6- I can explain what sexual intercourse is and how this can lead to reproduction.</p> <p>I can explain physical changes in both males and females.</p>		

		<p>Know how they change (both physically and emotionally) during puberty.</p> <p>Year 6- Know what 'conception' and 'sexual intercourse' mean.</p> <p>Know about respecting someone's personal space.</p> <p>Know what hormones are and their impact.</p>		
	<p>Core 3-Living in the Wider World-Enterprise</p>	<p>Know and understand the principles of enterprise.</p> <p>Know what 'profit' and 'loss' mean.</p> <p>Know strategies needed to work as part of a team.</p> <p>Know strategies to overcome challenges.</p> <p>Know how to effectively communicate with others.</p> <p>Know how to actively listen and respond to others with respect.</p>	<p>I can work collaboratively towards common goals.</p> <p>I can reach agreements, make decisions and manage discussions to achieve positive results.</p> <p>I can recognise my strengths and how they can contribute to different groups.</p> <p>I can take the lead and prioritise actions.</p> <p>I can respond to challenges, including recognising and managing risk.</p> <p>I can identify the skills I need to develop to make my own contribution in the working world in the future.</p>	

