



Aim High....Fly High!

PSHE curriculum – Implementation Plan

The mapping table below shows where curriculum objectives related to the subject area above are covered. This table is intended as guidance and may be modified according to the needs/experiences of individual cohorts of learners. The 'Big Ideas' for our PSHE curriculum – Respect, Relationships, Responsibility, Risk – are interwoven throughout the topics below.

Cycle A

<u>KS1</u>		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>		Myself & my relationships	Myself & my relationships	Citizenship Healthy & safer lifestyles	Citizenship	Healthy & safer lifestyles	Healthy & safer lifestyles
		<u>Beginning and belonging</u> Respect <ul style="list-style-type: none"> - be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn - be able to name the other children in their class Relationships <ul style="list-style-type: none"> - relationship building activities 	<u>My emotions</u> Respect <ul style="list-style-type: none"> - know what it feels and looks like to be assertive. Relationships <ul style="list-style-type: none"> - be able to describe how they are feeling, including how strong that feeling is - be able to recognise feelings in others - know that there is a link between thoughts, feelings and behaviour 	<u>Diversity and communities</u> Respect <ul style="list-style-type: none"> - be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others. - know about some similarities and differences in people's lifestyles, including different groups people belong to. 	<u>Working together</u> Respect <ul style="list-style-type: none"> - be able to name some of their own strengths and skills - understand and practise listening skills, take turns and make clear explanations Relationships <ul style="list-style-type: none"> - be aware of how their strengths and skills can be useful in a group - be able to evaluate a group work task. 	<u>RSE (Y1)</u> Respect <ul style="list-style-type: none"> - be able to recognise names for the main external parts of the body - be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults - be able to describe what their bodies can do and understand how amazing their body is 	<u>Healthy lifestyles</u> Respect <ul style="list-style-type: none"> - be able to say what changes physically and emotionally when they are active. - be able to talk about food likes and dislikes and give reasons. Responsibility <ul style="list-style-type: none"> - be able to give examples of how to be healthy and to reflect on their own lifestyles and choices. - be able to explain why

		<ul style="list-style-type: none"> - be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help - be able to show some simple strategies for helping other people who need support. 	<p>Responsibility</p> <ul style="list-style-type: none"> - have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves - begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind - have developed some understanding of the difference between 	<ul style="list-style-type: none"> - be able to describe places in their community, how they and others might use them, and who is available to help them. <p>Responsibility</p> <ul style="list-style-type: none"> - understand how they can help look after the school environment, and make a contribution to doing so <p>Managing safety and risk</p> <p>Risk</p> <ul style="list-style-type: none"> - be able to name a familiar risky situation and suggest ways of reducing risk - be able to say their full name 	<ul style="list-style-type: none"> - understand and practise group work skills, including discussion, negotiation and co-operation <p>Responsibility</p> <ul style="list-style-type: none"> - be able to identify a new skill to develop 	<ul style="list-style-type: none"> - show some understanding that their body belongs to them <p>Risk</p> <ul style="list-style-type: none"> - be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. 	<p>healthy eating and physical activity are both important.</p> <ul style="list-style-type: none"> - know the difference between being active and inactive, and give some examples. - understand that food can be divided into different groups and know that for good health we need a balanced diet.
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		<p>school might feel, and have some ideas of ways to help someone new to feel welcome</p>	<p>behaviour which is impulsive and that which is considered</p>	<p>and address and know when this might be useful</p> <ul style="list-style-type: none"> - be able to explain a simple strategy for action if they are lost - recognise dangers that traffic poses - know ways to stay safer in the sun - describe ways of preventing accidents on the playground - understand what is meant by an emergency and who might help them. 			
<u>LKS2</u>		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>		Myself & my relationships	Citizenship Myself & my relationships	Healthy & safer lifestyles	Citizenship	Healthy & safer lifestyles	Healthy & safer lifestyles

<u>Beginning and belonging</u>	<u>Working together</u>	<u>Personal safety</u>	<u>Diversity and communities</u>	<u>RSE (Y3)</u>	<u>Managing safety and risk</u>
Relationships <ul style="list-style-type: none"> - be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class - be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school - be able to identify 	Respect <ul style="list-style-type: none"> - be able to identify their own strengths and skills and those of others - be able to identify skills they would like to develop Relationships <ul style="list-style-type: none"> - take part in a class learning challenge - know how to show they are listening using their body, express opinions confidently and ask open questions - be able to work as a group to make decisions and solve a problem 	Respect <ul style="list-style-type: none"> - be able to recognise their own feelings and talk about them to others - be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact - Relationships <ul style="list-style-type: none"> - be able to seek help if they feel worried about a relationship with a friend or family member Responsibility	Respect <ul style="list-style-type: none"> - be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. - recognise difference and respect diversity, including the importance of challenging stereotypes. - understand some different forms and roles of the media. Responsibility <ul style="list-style-type: none"> - know about groups and communities that exist locally, and 	Respect <ul style="list-style-type: none"> - be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female - be able to give several examples of the capabilities of their own bodies Relationships Responsibility <ul style="list-style-type: none"> - be able to describe familiar hygiene routines and understand the reasons for doing these things - be able to anticipate new responsibilities for their 	Risk <ul style="list-style-type: none"> - describe some physical and emotional reactions to risk - describe how friends might influence them in risky situations - explain strategies for staying safer near roads and water - describe ways they could safely act in an emergency - carry out a simple first aid procedure - explain ways to prevent accidents in familiar settings.

		<p>people at home, at school and in other contexts of their lives to include in their support networks</p> <ul style="list-style-type: none"> - know how they can access support and some ways they can help other people. 	<ul style="list-style-type: none"> - know how different people can contribute to a group task - be able to evaluate a group task, including giving and receiving feedback. <p>Responsibility</p> <ul style="list-style-type: none"> - be able to persevere at a task <p>Anti-bullying</p> <p>Respect</p> <ul style="list-style-type: none"> - be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child 	<ul style="list-style-type: none"> - be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe - be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help <p>Risk</p> <ul style="list-style-type: none"> - be able to suggest some ways to help stay safe online. 	<p>the roles some people play in the community.</p> <ul style="list-style-type: none"> - understand some of the needs of the local environment. - know some needs of animals, including pets, and the responsibilities of humans towards them. <p>Risk</p>	<p>personal hygiene</p> <p>Risk</p> <ul style="list-style-type: none"> - be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness. 	
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in a bullying situation

Relationships

- understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying
- understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life
- be able to describe how those involved in bullying

			<p>including those who bully others may feel</p> <ul style="list-style-type: none"> - be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur. 				
UKS2		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>		Myself & my relationships	Myself & my relationships	Economic wellbeing Myself & my relationships	Healthy & safer lifestyles	Healthy & safer lifestyles	Healthy & safer lifestyles
		<u>Beginning and belonging</u> Relationships <ul style="list-style-type: none"> - be able to collaborate with other children to develop 	<u>Anti-bullying</u> Relationships <ul style="list-style-type: none"> - be able to describe the key characteristics and forms of bullying 	<u>Financial capability</u> Responsibility <ul style="list-style-type: none"> - have a broad view of what money is, including history, trade and currencies 	<u>Managing risk</u> Risk <ul style="list-style-type: none"> - describe some benefits and consequences of taking risks in familiar and 	<u>RSE (Y5)</u> Respect <ul style="list-style-type: none"> - know and understand the appropriate scientific names for the 	<u>Drug Education</u> Responsibility <ul style="list-style-type: none"> - be able to categorise drugs as medical, non-medical, legal and illegal

		<p>strategies and approaches to help the classroom feel a safe and happy place to learn</p> <ul style="list-style-type: none"> - know the names of everyone in their class and be able to build new relationships - know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions - be able to identify a range of people in their Network of Support, and know how to 	<ul style="list-style-type: none"> - be able to talk about personal reasons why someone may engage in bullying - be beginning to identify and describe specific types of prejudice driven bullying - be able to describe the different roles of those involved in a bullying situation - be able to describe how peer pressure affects a situation and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied - be able to describe confidently 	<ul style="list-style-type: none"> - understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community - know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture - have a broad view of what we mean by poverty and know something of its links with trade and charities - understand that feelings around money can be complex, 	<p>unfamiliar contexts</p> <ul style="list-style-type: none"> - describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian - describe strategies to keep safer in the sun - describe some first aid procedures to be used in familiar and unfamiliar situations. <p>Responsibility</p> <ul style="list-style-type: none"> - describe ways their levels of responsibility are changing <p>Relationships</p> <ul style="list-style-type: none"> - describe strategies for getting help from known and unknown adults, even 	<p>external and internal sexual parts of the body, and be able to explain basic functions.</p> <ul style="list-style-type: none"> - understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. - have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. <p>Responsibility</p> <ul style="list-style-type: none"> - understand the importance of washing regularly and of maintaining other hygiene 	<ul style="list-style-type: none"> - understand the roles of medicines and immunisations - understand some of the laws relating to drugs have begun to recognise influence and pressure and have related this to peers and the media <p>Risk</p> <ul style="list-style-type: none"> - understand the possible physical and psychological effects of some drugs recognise some reasons why people use and misuse drugs and be able to suggest some alternatives - be able to identify risk and risk management strategies,
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		<p>access help and support</p> <ul style="list-style-type: none"> - have ideas for helping new people feel welcome, and be able to offer support to others who need help. 	<p>and demonstrate a number of assertiveness techniques</p> <ul style="list-style-type: none"> - be beginning to identify places where bullying may take place in the community. 	<p>difficult and changeable</p> <p>be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.</p> <p>Risk</p> <ul style="list-style-type: none"> - understand that managing money is complex and may involve risk but there are people who can help <p>My emotions</p> <p>Respect</p> <ul style="list-style-type: none"> - be able to explain what is meant by mental 	<p>when this is difficult</p>	<p>routines during puberty.</p> <p>Risk</p> <ul style="list-style-type: none"> - understand ways they can prevent the spread of some bacterial and viral diseases. 	<p>know where they can get support and be able to identify some sources of reliable and accurate information.</p>
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				<p>wellbeing, and describe how mental health can vary and how common mental ill health is.</p> <ul style="list-style-type: none">- be able to describe some self-care strategies, and say which ones tend to work for them.- explain the concepts of identity and self -respect. <p>Relationships</p> <ul style="list-style-type: none">- be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions.- understand what is meant by loneliness and suggest			
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				<p>some ways to manage feelings of isolation or loneliness</p> <ul style="list-style-type: none">- be able to suggest when they might need to seek help, who to approach, and how they might do so <p>Responsibility</p> <ul style="list-style-type: none">- understand that we are responsible for our actions, although not for our feelings.			
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Cycle B

<u>KS1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>	Citizenship	Myself & my relationships	Myself & my relationships	Economic wellbeing Healthy & safer lifestyles	Healthy & safer lifestyles	Myself & my relationships Healthy & safer lifestyles
	<u>Rules, Rights and Responsibilities</u>	<u>Anti-bullying</u>	<u>Family and friends</u>	<u>Financial capability</u>	<u>RSE (Y2)</u>	<u>Managing change</u>
	Responsibility	Relationships	Relationships	Responsibility	Relationships	Respect
	<ul style="list-style-type: none"> - be able to name some adults in school who look after them and describe their responsibilities - be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family - be able to describe classroom ground rules and explain how they have 	<ul style="list-style-type: none"> - understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying - be starting to understand that sometimes people are bullied because they may be different in some way from others - be able to describe how it feels to be bullied or see 	<ul style="list-style-type: none"> - be able to describe some of the qualities of friendship and skills for making friends. - have developed some strategies for managing when friendships are difficult - understand that there are different family patterns - be able to describe what is special 	<ul style="list-style-type: none"> - understand that we can receive and spend money in many ways - know how to save and look after their money & why we might do so - begin to understand the difference between wants and needs and the need for informed choices - begin to understand family spending and 	<ul style="list-style-type: none"> - be able to recognise babies, children and adults of different ages and put them into age order - understand that human babies grow inside their mothers - be able to describe the main physical developments which take place in early childhood 	<ul style="list-style-type: none"> - be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements - name some emotions they or others might feel at particular times of change
					Responsibility	Relationships
					<ul style="list-style-type: none"> - be able to describe some 	<ul style="list-style-type: none"> - identify changes that they or other children might experience in their lives,

	<p>been involved in making them</p> <ul style="list-style-type: none"> - understand why we have classroom rules and describe how they make the classroom a better place for everyone - be able to explain what is meant by voting and be able to name some people who make decisions at school - share information, opinions and feelings and listen to those of others, as part of a paired and class discussion. 	<p>someone else being bullied</p> <p>Responsibility</p> <ul style="list-style-type: none"> - be starting to demonstrate simple ways of responding to bullying including by being assertive - be able to demonstrate how to be kind to children who are being bullied - be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur. 	<p>about their own family and its members, and about other people they know.</p>	<p>the impact of choices</p> <ul style="list-style-type: none"> - begin to understand and manage some of the changing feelings associated with money - have a simple understanding of what charities might do and why we have them. <p>Personal safety</p> <p>Respect</p> <ul style="list-style-type: none"> - be able to identify private parts of the body and say 'no' to unwanted touch <p>Relationships</p>	<p>of the changes in responsibilities and expectations during early childhood</p> <ul style="list-style-type: none"> - understand a baby's basic needs - understand how dependent a baby is on parents/carers to provide its basic needs 	<p>including how friendships might change</p> <ul style="list-style-type: none"> - suggest some strategies they might use to cope with times of change, including approaching others for help <p>Responsibility</p> <ul style="list-style-type: none"> - know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't - know that change can be positive and something to look forward to <p>Drug Education</p> <p>Risk</p>
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				<ul style="list-style-type: none"> - be able to identify different feelings and tell others how they feel - know who they could talk with if they have a worry or need to ask for help - know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. <p>Risk</p> <ul style="list-style-type: none"> - be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe 		<ul style="list-style-type: none"> - have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful - be aware of safety rules concerning medicines and be able to name people who could help them take them safely - understand that many people have injections and suggest some reasons why - understand that there can be alternatives to medicine used to feel better - be able to recognise simple risks
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						and suggest ways of managing given scenarios.
<u>LKS2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>	Citizenship	Healthy & safer lifestyles	Myself & my relationships	Healthy & safer lifestyles	Healthy & safer lifestyles	Myself & my relationships
	<u>Rules, Rights and Responsibilities</u> Respect <ul style="list-style-type: none"> - be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority Responsibility <ul style="list-style-type: none"> - be able to explain the difference between wants and needs - be able to explain why rights are 	<u>Drug education</u> Respect <ul style="list-style-type: none"> - People who use medicines & legal drugs - Medicines and legal drugs Relationships <ul style="list-style-type: none"> - Influence of friends and media Risk <ul style="list-style-type: none"> - Finding risky items Responsibility <ul style="list-style-type: none"> - Rules for safe storage - Immunisations 	<u>Family and friends</u> Relationships <ul style="list-style-type: none"> - be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline - understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships - be able to describe 	<u>Healthy lifestyles</u> Respect <ul style="list-style-type: none"> - be able to talk about some of the physical and mental benefits of exercise. Relationships Responsibility <ul style="list-style-type: none"> - know that they can make choices which are healthier or less healthy and reflect on their own lifestyle. - know that eating a balanced diet, being active and sleeping all contribute 	<u>RSE (Y4)</u> Relationships <ul style="list-style-type: none"> - be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy - be able to explain that a baby grows from a male seed and a female egg - be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood 	<u>Managing change</u> Relationships <ul style="list-style-type: none"> - be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future - be able to explain why friendships might change and how I might cope with these changes - describe possible feelings linked to loss and change, and

	<p>important and that they come with responsibilities, at home and at school</p> <ul style="list-style-type: none"> - be able to explain why rules are needed and be able to identify those which are necessary and useful - participate in making class ground rules and show or explain what following the rules looks like - suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting - be able to describe what a representative does 		<p>some emotions felt by people experiencing friendship challenges and the causes of these</p> <ul style="list-style-type: none"> - be able to describe some ways families offer support in tough times - be able to identify special people in their networks and know from whom and how to access support. 	<p>to a healthy lifestyle.</p> <ul style="list-style-type: none"> - understand some of the reasons people sometimes make less healthy choices - know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. - understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. - be able to talk about the benefits of food for our bodies and plan and prepare 	<p>Responsibility</p> <ul style="list-style-type: none"> - be able to identify an area for which they can take more responsibility - be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. 	<p>understand that these feelings can change over time</p> <ul style="list-style-type: none"> - suggest how someone might feel and behave when someone they love dies - have some strategies for coping with feelings related to changes in their lives - know who to approach for support with changes and associated feelings and how they might approach them - give some examples of temporary and permanent, as well as planned and unplanned changes
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				<div>simple healthy meals or snacks.</div> <div><div>- know how much sleep we need and be able to talk about what happens if we don't get enough.</div><div>- know why dental hygiene is important and how they can look after their teeth.</div></div> <div>Risk</div> <div><div>- be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</div></div>		<div><div>- be able to explain how sometimes change can be a positive experience and something to look forward to</div></div>
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<u>UKS2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit</u>	Citizenship	Healthy & safer lifestyles	Healthy & safer lifestyles	Citizenship	Healthy & safer lifestyles	Myself & my relationships
	<u>Rules rights and responsibilities</u> Respect <ul style="list-style-type: none"> - be able to explain the conventions of courtesy and manners in some different settings. Relationships <ul style="list-style-type: none"> - be able to express their views on a moral or social issue and listen to the opinions of others Responsibility <ul style="list-style-type: none"> - be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important. 	<u>Personal safety</u> Respect <ul style="list-style-type: none"> - be able to identify behaviours that constitute abuse and neglect - be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies Relationships <ul style="list-style-type: none"> - be able to identify the qualities that make a safe 'network' person - be able to seek help 	<u>Healthy Lifestyles</u> Respect <ul style="list-style-type: none"> - understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online. Responsibility <ul style="list-style-type: none"> - understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. - be able to state that different foods contain different 	<u>Diversity and communities</u> Respect Relationships <ul style="list-style-type: none"> - be able to recognise aspects of their identity and understand how other people can influence their perception of themselves - be able to describe the ethnic make-up of their community and different groups that live in Britain - recognise the negative effects of stereotyping and prejudice - know about how they and others, including volunteers, 	<u>RSE (Y6)</u> Respect <ul style="list-style-type: none"> - be able to describe the main stages of sexual reproduction, using some scientific vocabulary - be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively - show awareness of some family arrangements which are different from their own. Relationships <ul style="list-style-type: none"> - describe some characteristics of loving, 	<u>Managing change</u> Respect <ul style="list-style-type: none"> - recognise emotions associated with loss and change, and understand how these feelings can change - be able to identify what might help when experiencing difficult emotions. Relationships <ul style="list-style-type: none"> - be able to identify a range of situations which involve loss and change. - be able to identify a range of changes which can

	<ul style="list-style-type: none"> - be able to explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support. - know why rules and laws are needed in society and explain some reasons why people sometimes break them. - understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils. 	<p>from an adult in their Network of Support and know when to review their network</p> <p>Responsibility Risk</p> <ul style="list-style-type: none"> - be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe - be able to judge whether a secret is a safe or unsafe - be able to contribute to discussions about assessing risk. 	<p>nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.</p> <ul style="list-style-type: none"> - be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves, including explaining the possible consequences of an imbalance. - explain that a healthy lifestyle includes physical, social and 	<p>contribute to the community</p> <ul style="list-style-type: none"> - understand about the role of the media and its possible influences <p>Responsibility</p> <ul style="list-style-type: none"> - understand some ways of caring for the environment and the contribution they can make. <p>Risk</p> <ul style="list-style-type: none"> - understand about the role of the media and its possible influences 	<p>trusting relationships</p> <ul style="list-style-type: none"> - understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt - understand that puberty affects people in different ways, both physically and emotionally <p>Responsibility</p> <ul style="list-style-type: none"> - understand a few reasons a couple might choose to have children 	<p>happen in families, and talk about how and why their friendships might change.</p> <ul style="list-style-type: none"> - know how they can access support and how they can support other people. - be able to reflect on their own experiences of change and describe some ways they have affected them. - have developed strategies for coping with future changes, including transition to secondary school
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			<p>mental health and how they can take responsibility for their own health.</p> <p>Risk</p> <ul style="list-style-type: none">- understand the benefits of physical activity for promoting health and the risks of not participating.- be able to explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health.			
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