

Level Expected at the End of EYFS We have selected the Early Learning Goal that links most closely to the PSHE National Curriculum.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas. \* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas. \* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- Feelings & Behaviour: Identify, name, and manage a range of emotions, understanding that behaviour has consequences.
- Relationships: Understand the importance of friendships, kindness, and sharing.
- Health & Safety: Recognise what makes a healthy lifestyle (diet, exercise) and understand how to keep themselves safe in various environments, including online.
- Self-Confidence: Express opinions, ask for help from trusted adults, and try new activities.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- Physical & Mental Health: Understand the links between physical exercise, diet, and mental well-being, including recognizing when to seek help for loneliness or worry.
- Relationships & Sex Education (RSE): Understand different types of relationships (family, friendships), respect differences, understand consent, and recognize bullying/cyberbullying.
- Puberty & Development: Understand the physical and emotional changes that occur during puberty.
- Citizenship & Responsibility: Develop a sense of social justice, understand democracy, and know that their choices affect local and global communities.
- Financial Capability: Begin to understand the value of money, spending, and saving.

	Mental Health and emotional wellbeing	Physical health and wellbeing	Identity, society and equality	Drug, alcohol and tobacco education	Careers, financial capability and economic well being	Keeping safe and managing risk
	<ul style="list-style-type: none"> <li>• <b>Recognising emotions</b></li> <li>• <b>Seeking help for loneliness or worry</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physical exercise</b></li> <li>• <b>Exercise</b></li> <li>• <b>diet</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Value of money</b></li> <li>• <b>Spending</b></li> <li>• <b>Saving</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety</b></li> <li>• <b>Risks</b></li> <li>• <b>Online / out and about</b></li> </ul>
Year 1	<p>Feelings</p> <p><b>1. Pupils learn about different types of feelings</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can name different feelings (including good and not-so-good feelings)</li> <li>• recognise that people may feel differently about the same situation</li> <li>• can identify how different emotions look and feel in the body</li> </ul> <p><b>2. Pupils learn about managing different feelings</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise that some feelings can be stronger than others</li> <li>• can describe some ways of managing different feelings</li> <li>• know when to ask for help</li> </ul> <p><b>3. Pupils learn about change or loss and how this can feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>• can describe how people might feel when there is a change or loss</li> <li>• recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	<p>Fun Times</p> <p><b>1. Pupils learn about food that is associated with special times, in different cultures</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know about some of the food and drinks associated with different celebrations and customs</li> <li>• can identify what makes their home lives similar or different to others including the food they eat</li> <li>• understand why food eaten on special days may be different from everyday foods</li> </ul> <p><b>2. Pupils learn about active playground games from around the world</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can describe how to play different active playground games</li> <li>• can recognise how active playground games make them feel</li> <li>• can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul> <p><b>3. Pupils learn about sun-safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know about some of the effects of too much sun on the body</li> <li>• can describe what people can do to protect their bodies from being damaged by the sun</li> <li>• know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<p>Me and Others</p> <p><b>1. Pupils learn about what makes themselves and others special</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can recognise some of the things that make them special</li> <li>• can describe ways they are similar</li> <li>• and different to others</li> <li>• understand that everyone has</li> <li>• something about them that makes them special</li> </ul> <p><b>2. Pupils learn about roles and responsibilities at home and school</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify the different roles of people at home and school</li> <li>• can solve simple dilemmas about taking responsibility</li> <li>• can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> </ul> <p><b>3. Pupils learn about being cooperative with others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> <li>• can challenge unhelpful behaviour in a positive way</li> <li>• understand how their behaviour can affect others</li> </ul>	<p>What do we put into and on to bodies?</p> <p><b>1. Pupils learn about what can go into bodies and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• are able to recognise that different things people put into bodies can make them feel good or not so good</li> <li>• can identify whether a substance might be harmful to take in</li> <li>• know how to ask for help if they are unsure about whether something should go into the body</li> </ul> <p><b>2. Pupils learn about what can go on to bodies and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know that substances can be absorbed through the skin</li> <li>• are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>• can state some basic safety rules for things that go onto the bod</li> </ul>	<p>My Money</p> <p><b>1. Pupils learn about where money comes from and making choices when spending money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>• recognise that people make choices about what to buy</li> <li>• understand that they may not always be able to have all the things they want</li> </ul> <p><b>2. Pupils learn about saving money and how to keep it safe</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand why people might want to save their money</li> <li>• can say how it feels to save for something you really want</li> <li>• recognise where money is stored to keep it safe and some places are safer than others</li> </ul> <p><b>3. Pupils learn about the different jobs people do</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know that there are a range of jobs that people can do</li> <li>• recognise that both men and women are able to do a range of jobs</li> <li>• understand that having a job means people can earn money</li> </ul>	<p>Feeling Safe</p> <p><b>1. Pupils learn about safety in familiar situations</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise the difference between ‘ real’ and ‘ imaginary’ dangers</li> <li>• understand that there are situations when secrets should not be kept</li> <li>• know to tell a trusted adult if they feel unsafe</li> </ul> <p><b>2. Pupils learn about personal safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise the difference between good and bad touches</li> <li>• understand there are parts of the body which are private</li> <li>• know who they can go to, what to say or do if they feel unsafe or worried</li> </ul> <p><b>3. Pupils learn about people who help keep them safe outside the home</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify situations where they might need help</li> <li>• can identify people in the community who can help to keep them safe</li> <li>• know how to ask for help if they need it</li> </ul>

<p style="text-align: center;">Y e a r  2</p>	<p>Friendship</p> <p><b>1. Pupils learn about the importance of special people in their lives</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify people who are special to them and explain why</li> <li>• understand what makes a good friend</li> <li>• can demonstrate how they show someone they care</li> </ul> <p><b>2. Pupils learn about making friends and who can help with friendships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand how people might feel if they are left out or excluded from friendships</li> <li>• recognise when someone needs a friend and know some ways to approach making friends</li> <li>• know who they can talk to if they are worried about friendships</li> </ul> <p><b>3. Pupils learn about solving problems that might arise with friendships</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify some ways that friendships can go wrong</li> <li>• can describe some ways to sort out friendships problems</li> <li>• recognise that difficulties within friendships can usually be resolved</li> </ul>	<p>What Keeps Me Healthy?</p> <p><b>1. Pupils learn about eating well</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know what a healthy diet looks like</li> <li>• can identify who helps them make choices about the food they eat</li> <li>• know the benefits of a healthy diet (including oral health)</li> </ul> <p><b>2. Pupils learn about the importance of physical activity, sleep and rest</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can describe some ways of being physically active throughout the day</li> <li>• explain why it is important to rest and get enough sleep, as well as be active</li> <li>• understand that an hour a day of physical activity is important for good health</li> </ul> <p><b>3. Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>• can describe everyday routines to help take care of their bodies, including oral health</li> <li>• understand how basic hygiene routines can stop the spread of disease</li> </ul>	<p>Living In the Wider World</p> <p><b>1. Pupils describe ways that I can help my school community.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• Know about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• Know about the different groups they belong to</li> <li>• To describe ways that I can help my school community.</li> </ul> <p><b>2. Pupils identify things that help and harm my neighbourhood.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• know about things they can do to help look after their environment</li> </ul> <p><b>3. Pupils explore how people living in the British Isles can be different and how they are the same.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• recognise the ways in which they are the same and different to others</li> <li>• understand how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• recognise the ways they are the same as, and different to, other people</li> </ul>	<p>Medicines and Me</p> <p><b>1. Pupils learn why medicines are taken</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>• know that medicines come in different forms</li> <li>• recognise each medicine has a specific use</li> </ul> <p><b>2. Pupils learn where medicines come from</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>• know when medicines might be used and who decides which medicine is used</li> <li>• understand that there are alternatives to taking medicines, and when these might be helpful</li> </ul> <p><b>3. Pupils learn about keeping themselves safe around medicines</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• understand that medicines comes with instructions to ensure they are used safely</li> <li>• know some safety rules for using and storing medicines</li> <li>• recognise that medicines can be harmful if not taken correctly</li> </ul>	<p>Spend Or Save</p> <p><b>1. Pupils explain how to keep money safe and why this is important.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can explain some ways that people keep money safe.</li> <li>• understand why it is important to keep money safe.</li> </ul> <p><b>2. Pupils learn the different ways money needs to be looked after</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• explain what personal information means and ways we can keep this private.</li> <li>• can name examples of personal information.</li> <li>• can talk about why we need to keep this private.</li> </ul> <p><b>3. Pupils know that people make different choices about how to save and spend money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can talk about what influences people's spending.</li> <li>• can give some reasons why people might need to borrow money.</li> <li>• can discuss why it is helpful to keep track of what is spent.</li> </ul>	<p>Indoors and Outdoors</p> <p><b>1. Pupils learn about keeping safe in the home, including fire safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know some simple rules for keeping safe indoors, including online</li> <li>• can describe what to do if there is an emergency</li> <li>• understand that they can take some responsibility for their own safety</li> </ul> <p><b>2. Pupils learn about keeping safe outside</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know some rules for keeping safe outside</li> <li>• can assess whether a situation is safe or unsafe</li> <li>• understand the importance of always telling someone where they are going or playing</li> </ul> <p><b>3. Pupils learn about road safety</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• can identify hazards in relation to road safety</li> <li>• are able to explain how to cross the road safely</li> <li>• recognise that there are rules in relation to road safety for all road users</li> </ul>
---	--	--	--	---	---	--

	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Pupils learn to name a range of emotions and understand that feelings can change.</li> <li>• Pupils focus on basic self-care, such as the importance of sleep and talking to a trusted adult when they feel worried.</li> </ul>	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Pupils learn about the importance of regular exercise, hygiene (handwashing), and dental care.</li> <li>• They identify different food groups and the concept of a balanced diet.</li> </ul>	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Recognising what makes them unique and special.</li> <li>• Pupils learn about the different groups they belong to (family, school, community) and how to show respect for others' differences.</li> </ul>	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Pupils learn about things that are "safe" and "unsafe" to put into or on their bodies, including basic rules about medicines and household substances.</li> </ul>	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Children learn about where money comes from (earning vs. receiving) and the difference between "needs" and "wants". They explore different jobs people do in the community.</li> </ul>	<p>KS1 Expectations:</p> <ul style="list-style-type: none"> <li>• Pupils learn about "People who help us" and how to stay safe at home and school.</li> <li>• They are introduced to the NSPCC "PANTS" rule and basic online safety (e.g., not sharing personal info).</li> </ul>
--	---	--	---	---	--	---

<p>Strengths and Challenges</p> <p><b>1. Pupils learn about celebrating achievements and setting personal goals</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult can plan the steps required to help achieve a goal or challenge are able to celebrate their own and others' skills, strengths and attributes</li> </ul> <p><b>2. Pupils learn about dealing with put-downs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with putdowns recognise what is special about themselves</li> </ul> <p><b>3. Pupils learn about positive ways to deal with set-backs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe how it feels when there are set-backs</li> <li>know some positive ways to manage set-backs and how to ask for help or support</li> <li>recognise that everyone has setbacks at times, and that these cannot always be controlled</li> </ul>	<p>What helps me choose?</p> <p><b>1. Pupils learn about making healthy choices about food and drinks</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul> <p><b>2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul> <p><b>3. Pupils learn about keeping active and some of the challenges of this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<p>Celebrating difference</p> <p><b>1. Pupils learn about valuing the similarities and differences between themselves and others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li>understand that peers might be similar or different to each other but can play or work together</li> </ul> <p><b>2. Pupils learn about what is meant by community</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what being part of a community means</li> <li>can recognise some of the different groups or communities they belong to and their role within them</li> <li>value and appreciate the diverse communities which exist and how they connect</li> </ul> <p><b>3. Pupils learn about belonging to groups</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify positive and negative aspects of being a member of a group</li> <li>can acknowledge that there may be times when they don't agree with others in the group</li> </ul>	<p>Tobacco is a drug</p> <p><b>1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define what is meant by the word 'drug'</li> <li>can identify when a drug might be harmful recognise that tobacco is a drug</li> </ul> <p><b>2. Pupils learn about the effects and risks of smoking tobacco and second-hand smoke</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know the effects and risks of smoking and of second-hand smoke on the body</li> <li>can express what they think are the most important benefits of remaining smoke free</li> <li>recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</li> </ul> <p><b>3. Pupils learn about the help available for people to remain smoke free or stop smoking</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about some of the support and medicines that people might use to help them stop smoking</li> <li>can explain what they might say or do to help someone who wants to stop smoking</li> <li>understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to</li> </ul>	<p>Saving, spending and budgeting</p> <p><b>1. Pupils learn about what influences people's choices about spending and saving money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand how manufacturers and shops persuade us to spend money</li> <li>are able to recognise when people are trying to pressurise them to spend their money and how this feels</li> <li>can make decisions about whether something is 'value for money'</li> </ul> <p><b>2. Pupils learn how people can keep track of their money</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can keep simple records to keep track of their money</li> <li>can ask simple questions about needs and wants - decide how to spend and save their money</li> <li>know the best places people can go for help about money</li> </ul> <p><b>3. Pupils learn about the world of work</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>know about a number of different jobs people do</li> <li>can identify the skills and attributes needed for different jobs</li> </ul>	<p>Bullying - See it, say it, stop it</p> <p><b>1. Pupils learn to recognise bullying and how it can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to define what is meant by 'bullying'</li> <li>can identify the difference between falling out with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul> <p><b>2. Pupils learn about different types of bullying and how to respond to bullying incidents</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul> <p><b>3. Pupils learn about what to do if they witness bullying</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain how to react if they witness bullying</li> <li>understand the role of bystanders and the important part they play in reducing bullying</li> <li>know how and to whom to report incidents of bullying, where to get help and support</li> </ul>
---	--	--	--	--	---

			<ul style="list-style-type: none"> <li>• can stand up for their own point of view against opposition</li> </ul>	<p>stop smoking once they have started</p> <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Pupils know what asthma is and how it can affect people  can recognise the symptoms of an asthma attack  understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</p>		
--	--	--	---	---	--	--

<p style="text-align: center;">Y e a r 4</p>	<p>Think Positive</p> <p><b>1. Pupils recognise positive things about myself and my achievements</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>to recognise their individuality and personal qualities</li> <li>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul> <p><b>2. Pupils know how to have a positive attitude and how it can make a difference in our lives.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what having a positive attitude means.</li> <li>know lots of things they can do to increase their levels of happiness.</li> <li>understand how having a positive attitude can make a difference to their lives.</li> <li></li> </ul> <p><b>3. Pupils will identify helpful and unhelpful thoughts and how these can affect the way we feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>identify helpful and unhelpful thoughts.</li> <li>understand the effect these thoughts have on the way they feel.</li> <li>have strategies to cope with unhelpful thoughts.</li> <li></li> </ul>	<p>What is important to me?</p> <p><b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain why a person may avoid certain foods</li> <li>are able to communicate their own personal food needs</li> <li>understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul> <p><b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</li> <li>are able to talk about their views and express their opinions on factors that affect food choice</li> <li>understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul> <p><b>3. Children learn about the importance of getting enough sleep</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a</li> </ul>	<p>Democracy</p> <p><b>1. Pupils learn about valuing the similarities and differences between themselves and others</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li>understand that peers might be similar or different to each other but can play or work together</li> </ul> <p><b>2. Pupils learn about what is meant by community</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what being part of a community means</li> <li>can recognise some of the different groups or communities they belong to and their role within them</li> <li>value and appreciate the diverse communities which exist and how they connect</li> </ul> <p><b>3. Pupils learn about belonging to groups</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify positive and negative aspects of being a member of a group</li> <li>can acknowledge that there may be times when they don't agree with others in the group</li> </ul>	<p>Making Choices</p> <p><b>1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>can identify why a person may choose to use or not use a drug</li> <li>are able to state some alternatives to using drugs</li> </ul> <p><b>2. Pupils learn about the effects and risks of drinking alcohol</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know how alcohol can affect the body</li> <li>explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>know that there are laws and guidelines related to the consumption of alcohol</li> </ul> <p><b>3. Pupils learn about different patterns of behaviour that are related to drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what is meant by the terms 'habit' and 'addiction'</li> <li>can identify different behaviours that are related to drug use</li> <li>know where they can go for help if they are</li> </ul>	<p>Making Money Decisions</p> <p><b>1. Pupils understand the differences between wants, needs and priorities</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Know it is up to you to make decisions about your money.</li> <li>Needs should be prioritised over wants.</li> <li>Know prioritising helps you to spend wisely.</li> </ul> <p><b>2. Pupils know the difference between saving, spending and borrowing</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand money that isn't spent is saved – it doesn't disappear and can be spent later.</li> <li>Know by saving money over time, you can afford more expensive things.</li> <li>Learn borrowing money is a way of getting money earlier than expected but it must be paid back.</li> <li>Understand there are times when borrowing money is the right thing to do.</li> </ul> <p><b>3. Pupils know how to make informed choices about spending when playing online games</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Know online games often use pretend tokens or coins for virtual purchases.</li> <li>Understanding online gaming sometimes requests real money for virtual purchases.</li> <li>Learn it is important to check if the purchases made in online games are real.</li> </ul>	<p>Playing Safe</p> <p><b>1. Pupils learn how to be safe in their computer gaming habits</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul> <p><b>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may be pressure to behave in a way that doesn't feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul> <p><b>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> </ul>
--	---	---	---	---	--	---

		person's health and wellbeing	<ul style="list-style-type: none"> <li>can stand up for their own point of view against opposition</li> </ul>	concerned about someone's use of drugs		
	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>Students begin to recognise that mental health is a part of daily life and explore how to express complex feelings.</li> <li>They learn simple self-care techniques and how to support others who are feeling unhappy.</li> </ul>	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>Children explore the benefits of an active lifestyle and how habits (such as screen time) affect health.</li> <li>They learn about the nutritional value of different foods and basic first aid, such as calling emergency services.</li> </ul>	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>Students explore human rights and the importance of equality.</li> <li>They learn about the diverse nature of UK society and begin to challenge simple stereotypes based on gender or race.</li> </ul>	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>The focus moves to the effects of legal drugs like tobacco and alcohol on the body.</li> <li>They learn how to resist pressure from others to do something they are uncomfortable with.</li> </ul>	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>Pupils learn about budgeting and the concept of "value for money".</li> <li>They discuss how people's career choices can be influenced by their interests and skills.</li> </ul>	<p>LKS2 Expectations:</p> <ul style="list-style-type: none"> <li>Students learn to identify "risky" situations and how to use the "Stop, Think, Go" approach.</li> <li>They focus on internet safety, including recognizing "clickbait" and understanding that not everything online is true.</li> </ul>

<p>Dealing with feelings</p> <p><b>1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to name and describe a wide range and intensity of emotions and feelings</li> <li>understand how the same feeling can be expressed differently</li> <li>recognise how emotions can be expressed appropriately in different situations</li> </ul> <p><b>2. Pupils learn about times of change and how this can make people feel</b></p> <p>Pupils</p> <p>identify situations when someone may feel conflicting emotions due to change can identify ways of positively coping with times of change recognise that change will affect everyone at some time in their life</p> <p><b>3. Pupils learn about the feelings associated with loss, grief and bereavement</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise that at times of loss, there is a period of grief that people go through</li> <li>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>know some ways of expressing feelings related to grief</li> </ul>	<p>In the media</p> <p><b>1. Pupils learn that messages given on food adverts can be misleading</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>can compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people's choices about food and drink</li> </ul> <p><b>2. Pupils learn about role models</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul> <p><b>3. Pupils learn about how the media can manipulate images and this may not reflect reality</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	<p>Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p><b>1. Pupils learn about stereotyping, including gender stereotyping</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what is meant by the word 'stereotype'</li> <li>identify stereotypes as presented in the media and wider world</li> <li>feel able to challenge gender Stereotypes</li> </ul> <p><b>2. Pupils learn that a role model is someone who inspires others through their achievements, behavior, or courage.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Can identify qualities a role model has</li> <li>Know that role models can be different to one another</li> <li>Know role models show us anyone can be successful</li> </ul> <p><b>3. Pupils learn about prejudice and discrimination and how this can make people feel</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</li> <li>know what to do if they experience discriminatory language at school</li> <li>understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>	<p>Different influences</p> <p><b>1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>understand that there are risks associated with all smoking drugs</li> </ul> <p><b>2. Pupils learn about different influences on drug use, alcohol, tobacco and nicotine products</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>recognise that there are many influences on us at any time</li> </ul> <p><b>3. Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can describe some strategies that people can use if they feel under</li> <li>pressure in relation to drug use can demonstrate some ways</li> </ul>	<p>Borrowing and earning money</p> <p><b>1. Pupils learn that money can be borrowed but there are risks associated with this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>can explain the difference between manageable and unmanageable debt and how this can make people feel</li> <li>can identify where people can access reliable information and support</li> </ul> <p><b>2. Pupils learn about enterprise</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify skills that make someone enterprising</li> <li>know what is needed to plan and set up an enterprise</li> <li>can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> </ul> <p><b>3. Pupils learn what influences people's decisions about careers</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that money is one factor in choosing a job and that some jobs pay more than others can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>understand how people choose what job to do</li> </ul>	<p>When things go wrong</p> <p><b>1. Pupils learn about keeping safe online</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul> <p><b>2. Pupils learn that violence within relationships is not acceptable</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence/ where to go for help, advice and support</li> </ul> <p><b>3. Pupils learn about problems that can occur when someone goes missing from home</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>
--	---	---	--	--	--

				<p>to respond to pressure concerning drug use</p> <ul style="list-style-type: none"><li>• recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li></ul>		
--	--	--	--	---	--	--

<p>Healthy Minds</p> <p><b>1. Pupils learn what mental health is</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>know that there is help, advice and support available about mental health</li> </ul> <p><b>2. Pupils learn about what can affect mental health and some ways of dealing with this</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>recognise what can affect a person's mental health</li> <li>know some ways of dealing with stress and how people can get help and support</li> <li>understand that anyone can be affected by mental ill health</li> </ul> <p><b>3. Pupils learn about some everyday ways to look after mental health</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know some everyday ways of looking after mental health</li> <li>can explain why looking after mental health is as important as looking after physical health</li> <li>understand that some things that support mental health will also support physical health</li> </ul>	<p>Developing Healthy Habits</p> <p><b>1. Pupils identify the physical, emotional and mental consequences of not getting enough exercise or sleep.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Know about the elements of a balanced, healthy lifestyle</li> <li>Know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body,</li> <li>feelings, behaviour and ability to learn</li> </ul> <p><b>2. Pupils know how to protect their body in different ways.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>Know what constitutes a healthy diet; how to plan healthy meals;</li> <li>Know the benefits to health and wellbeing of eating nutritionally rich foods;</li> <li>Can describe risks associated with not eating a healthy diet including obesity and tooth decay</li> </ul> <p><b>3. Pupils understand that the choices they make about my body have consequences.</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>Know that the choices I make about my body have consequences.</li> <li>Know what contributes to a balanced lifestyle.</li> <li>Identify factors that influence choices we make about our bodies.</li> </ul>	<p>Human rights</p> <p><b>1. Pupils learn about people who have moved to Islington from other places, (including the experience of refugees)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>understand what migration means</li> <li>identify the reasons why people move from one place to another</li> <li>are able to empathise with the experiences and challenges moving and settling in new place might bring</li> </ul> <p><b>2. Pupils learn about human rights and the UN Convention on the Rights of the Child</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware how the rights are relevant to their lives and that rights come with responsibilities</li> <li>understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>identify some of the organisations that represent and support the rights of the child and the difference they make</li> </ul> <p><b>3. Pupils learn about homelessness</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain what make a place where someone lives a 'home'</li> <li>to be able to appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>	<p>Weighing up risk</p> <p><b>1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know about some of the possible effects and risks of different drugs</li> <li>know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>understand why and when people might use drugs</li> </ul> <p><b>2. Pupils learn about assessing the level of risk in different situations involving drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with</li> <li>can identify risks within a given scenario involving drug use</li> <li>understand what would need to change to reduce the level of risk</li> </ul> <p><b>3. Pupils learn about ways to manage risk in situations involving drug use</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify situations where drug use may occur</li> <li>know some ways of reducing risk in situations involving drug use</li> <li>know where to get help, advice and support regarding drug use</li> </ul>	<p>Budgets and Managing Spending</p> <p><b>1. Pupils learn about how people work and pay taxes.</b></p> <p>They learn that:</p> <ul style="list-style-type: none"> <li>Taxes on earnings pay for education, the NHS and other things like pensions.</li> <li>Some items considered wants rather than needs have VAT added.</li> <li>The government sets the level of taxes.</li> </ul> <p><b>2. Pupils learn how to plan and manage a budget.</b></p> <p>They learn that:</p> <ul style="list-style-type: none"> <li>Saving money allows you to make larger purchases in the future.</li> <li>Keeping track of money allows you to see what you have spent and what is left.</li> </ul> <p><b>3. Pupils understand that value for money can mean best deal for everyone or the best deal for me</b></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>Value for money can mean feeling you are getting more for your money or the best deal.</li> <li>Calculations can help you to work out what is good value for money.</li> <li>Value for money can be a personal matter or getting what you really want.</li> <li>Some things we spend money on might be an investment for the future.</li> </ul>	<p>Keeping safe – Out and about</p> <p><b>1. Pupils learn about feelings of being out and about in the local area with increasing independence</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul> <p><b>2. Pupils learn about recognising and responding to peer pressure</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul> <p><b>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>know some of the consequences of anti-social behaviour, including the law</li> <li>describe ways to resist peer pressure</li> <li>recognise they have responsibility for their behaviour and actions</li> </ul> <p><b>4. Pupils learn about the importance for girls to be protected against FGM</b></p> <p>Pupils</p>
--	---	--	---	---	--

	<p><b>4. Pupils learn about the stigma and discrimination that can surround mental health</b></p> <p>Pupils</p> <ul style="list-style-type: none"> <li>● recognise that stigma and discrimination of people living with mental health problems can and does exist</li> <li>● explain the negative effect that this can have</li> <li>● know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</li> </ul>					<ul style="list-style-type: none"> <li>● know that FGM is a form of abuse</li> <li>● understand everyone has a right to be protected against harm to their bodies</li> <li>● know where and how someone can get help and support</li> </ul>
	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● The focus shifts to resilience and managing setbacks.</li> <li>● Pupils learn about the impact of isolation, the difference between "shame" and "guilt," and how to recognise when they or others need professional mental health support.</li> </ul>	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● Pupils study the long-term effects of physical activity and diet on the body.</li> <li>● They also cover deeper health topics, including the importance of adequate sleep and more advanced first aid (e.g., CPR and the recovery position).</li> </ul>	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● Pupils examine more complex societal issues, including prejudice, discrimination, and the protected characteristics of the Equality Act 2010.</li> <li>● They discuss how to be an active citizen and the role of the rule of law.</li> </ul>	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● Pupils engage in deeper discussions about the risks of various drugs and the legal consequences of drug use.</li> <li>● They learn to evaluate the influence of the media and peers on health choices.</li> </ul>	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● Focuses on the role of money in society, including taxes and interest.</li> <li>● Pupils explore a wider range of career paths and the importance of challenging stereotypes in the workplace.</li> </ul>	<p>UKS2 Expectations:</p> <ul style="list-style-type: none"> <li>● The focus is on predicting and managing risk in various contexts, including peer pressure, gang-related behavior, and FGM (statutory for older primary).</li> <li>● They also learn about the impact of technology on wellbeing and how to report online bullying.</li> </ul>