



## PSHE

### Long Term Curriculum Map

### Whole School Scheme of Learning

**Intent: This is what we want for your child.**

At Barley Fields Primary, we provide a warm, safe and happy environment where children can freely share and learn from their experiences. It is our intention that the children will understand their rights (UNCRC) and their responsibility to uphold these. We want the children to know how to be safe in the different situations they will face throughout their lives and how to develop and maintain healthy relationships. We strive to ensure our children can make informed decisions as safe, responsible citizens with a focus on the online world they navigate each day, both socially and within school.

We believe that developing a growth mindset in our children will help them to build resilience, independence and confidence; embrace challenge; and foster a love of learning. We aim to ensure that our children enter Key Stage 3 with confidence, high aspirations and a belief in themselves. Throughout their primary school journey, we strive to instil the importance of understanding the protected characteristics in the world our children are growing up in. We will prepare them for the opportunities, responsibilities and experiences of later life and as a result, our children will be able to play a positive and successful role in today's society.

**Implementation: This is what it will look like in the classroom.**

Our children follow a carefully structured PSHE curriculum designed to progressively enhance their understanding of the world and to provide them with the skills to know how to keep safe and healthy. Our bespoke PSHE curriculum promotes discussion, encourages self-respect and helps to develop global citizens.

Our PSHE Curriculum follows a sequence of teaching that progressively builds and revisits our three key strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At Barley Fields Primary School, we recognise the importance of building strong relationships built on mutual respect. By revisiting the three main themes across each year group, children consolidate the key skills needed to stay safe; develop and maintain positive relationships and to be active citizens in the wider world.


We have written our curriculum, not only within the Government guidelines, but also considering the personalised needs of our children. Our curriculum incorporates the Rights Respecting Schools Agenda, Global Goals, a Growth Mindset approach and an understanding of the Protected Characteristics. These are all integral parts of our school ethos. Our approach to PSHE starts in Early Years and progresses across school.

Unlike other curriculum subjects, PSHE is not taught in discreet blocks. PSHE is delivered weekly by the class teacher to ensure our key areas and topical themes, often identified through Picture News, can be addressed promptly. The delivery of the curriculum, through detailed curriculum plans, allows for adaptive teaching and gives teachers the skills and expertise to teach and deliver bespoke sessions to each class. Our lessons are focused on debate, discussion and circle time. We understand the importance of children having a positive and purposeful PSHE curriculum by giving each child a voice and ensuring their views and ideas can be heard.

At Barley Fields Primary School, we encourage and guide our children to play a positive role in contributing to our school and the wider community. Assemblies are closely linked to PSHE, Rights Respecting Schools, British Values and SMSC and these cover any additional sessions that would benefit the whole school. Our community-based visitors give children the support and expertise to stay safe in our local area – focussing on areas we know are relevant to our children. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of the diverse society in which we live. Visitors such as the emergency services; first aid workshops; pedestrian safety and Careers Week complement and strengthen our PSHE curriculum to offer additional learning opportunities that enrich children’s experiences. We want our children to be safe, keep safe and teach them how to stay safe. Our curriculum is also enriched by external companies, such as Relax Kids, which support emotional health and well-being.

Our school curriculum character for PSHE, Serena the Citizen, has been designed to represent the curriculum end points as children progress through school. Our children are regularly exposed the core skills and knowledge to support them in becoming a positive member of the community and the wider world.


**Early Years**  
**Personal, Social and Emotional**  
**Serena the Citizen**



- ✓ I like trying new activities.
- ✓ I can explain the reasons for rules, know right from wrong and try to behave accordingly.
- ✓ I work and play cooperatively and take turns with others.
- ✓ I show an understanding of my own feelings and those of others.


**Key Stage 1**  
**Serena the Citizen**

- ✓ I know what makes me special and unique.
- ✓ I can talk about what it means to be healthy and about different ways to keep healthy.
- ✓ I am starting to identify different feelings I may experience and I can recognise and name them.
- ✓ I can talk about the people who care for me and I know that families can be different.
- ✓ I can recognise what makes a good friend and I understand that feelings can be hurt by actions and words.
- ✓ I know how to keep myself safe in the real world and the online world.
- ✓ I know about rules and why they are needed.
- ✓ I know what it means to be a good member of my local community.
- ✓ I know the difference between needs and wants and the value and importance of money.



**Key Stage 2**  
**Serena the Citizen**

- ✓ I can make informed decisions about my own health and wellbeing.
- ✓ I know that mental health is just as important as physical health.
- ✓ I know about personal identity and what contributes to who we are.
- ✓ I recognise that there are different types of relationships in the real and online world.
- ✓ I know about the importance of friendships and I can talk about strategies for building positive friendships.
- ✓ I know about the impact of bullying, including off and online bullying, and the impact this has on individuals.
- ✓ I recognise the reasons for rules and laws and the consequences for not adhering to them.
- ✓ I know about the different groups that make up a community and what living in a community means.
- ✓ I recognise people make spending decisions based on priorities, needs and wants and these decisions can affect others and the environment.



**Impact: This is what it will mean for our children.**

The impact of our PSHE curriculum is that children are able to make appropriate decisions in a range of everyday scenarios, helping to shape them into happy, healthy, confident and independent members of the community.







Our PSHE curriculum and our teaching and learning pedagogy leads to children who are able to:







- Approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- Recognise and apply the British values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty
- Recognise their rights as a child, protected characteristics and environmental issues linked to our global goals
- Look after their mental health and well-being
- Understand and manage their emotions to keep themselves and others safe
- Appreciate difference and diversity
- Develop positive, healthy relationships with their peers both now and in the future
- Access the internet safely, recognising the impact of their online footprint







We are proud that every child will have access to a high-quality, sequenced and adaptive PSHE curriculum throughout their journey at Barley Fields. We are proud that our PSHE curriculum promotes a respectful environment within the classroom, accessible to every child.

## Early Years – Nursery and Reception







Early Years – Nursery and Reception					
Autumn		Spring		Summer	
<b>Self-care</b>	<b>Turn Taking/Sharing</b>	<b>Feelings</b>	<b>Resilience</b>	<b>Worries/Change</b>	<b>Achieving My Goals</b>
					

Year 1					
Autumn		Spring		Summer	
Health and Well Being		Relationships		Living in the Wider World	
<b>Health and Well Being - It's My Body</b>	<b>Health and Well Being - Aiming High</b>	<b>Relationships - Be Yourself</b>	<b>Relationships - Teams</b>	<b>Living in the wider World - Diverse Britain</b>	<b>Living in the Wider World - Money Matters</b>
					
<ol style="list-style-type: none"> <li>1. What is a healthy diet?</li> <li>2. Why is it important to eat well?</li> <li>3. What are germs and how they can be bad for us?</li> <li>4. How we can keep ourselves clean?</li> <li>5. Why are somethings dangerous to eat and drink and how can they harm us?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a positive learning attitude?</li> <li>2. How can a positive learning attitude help us?</li> <li>3. What do I want to do when I am older?</li> <li>4. Are some jobs for men and some jobs for women?</li> <li>5. What are my star qualities?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are special traits and qualities?</li> <li>2. What are our different feelings called and how can we describe them?</li> <li>3. What makes us feel happy?</li> <li>4. What makes us feel sad or cross?</li> <li>5. Who should I talk to about my feelings?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to be part of a team?</li> <li>2. What teams are we part of?</li> <li>3. What kinds of unkind behaviour are there?</li> <li>4. What can we do if we see teasing or bullying, or if it happens to us?</li> <li>5. What choices can we make about our behaviour?</li> <li>6. How might our choices affect the members of our team?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is it like in our community?</li> <li>2. In what ways can British people be different from one another?</li> <li>3. How are British people similar to one another?</li> <li>4. What does it mean to be British?</li> <li>5. Why should we be proud of living in Britain?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do we need money?</li> <li>2. Where is the money?</li> <li>3. Where does money come from?</li> <li>4. What do we need money for?</li> </ol>







Year 2					
Autumn Health and Well Being		Spring Relationships		Summer Living in the Wider World	
<b>Health and Well Being - Think Positive</b> 	<b>Health and Well Being - Safety First</b> 	<b>Relationships - VIPs</b> 	<b>Relationships - Growing Up</b> 	<b>Living in the Wider World - Respecting Rights</b> 	<b>Living in the Wider World - One World</b> 
<ol style="list-style-type: none"> <li>1. What do my feelings mean?</li> <li>2. How can I manage my feelings?</li> <li>3. What are my goals?</li> <li>4. How can I learn from failure?</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I stay safe online?</li> <li>2. How can I stay safe on and near roads?</li> <li>3. How do I use medicine safely?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is in my family?</li> <li>2. What is physical contact?</li> <li>3. How can we resolve conflict?</li> <li>4. Who can I trust?</li> <li>5. How can we show our special people that we care?</li> </ol>	<ol style="list-style-type: none"> <li>1. What changes are around me?</li> <li>2. How do we change from young to old?</li> <li>3. How does my body change as I grow?</li> <li>4. How are our bodies different?</li> <li>5. What is physical contact?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are rights and what rights do all people share?</li> <li>2. What are my rights as a child?</li> <li>3. How can we show respect for the rights of others?</li> <li>4. What are my rights and responsibilities at home?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why are rules needed in our world?</li> <li>2. How can I help look after the environment?</li> <li>3. Who else looks after our environment?</li> <li>4. Who looks after our community?</li> <li>5. What makes our community different?</li> </ol>

Year 3					
Autumn Health and Well Being		Spring Relationships		Summer Living in the Wider World	
<b>Health and Wellbeing It's My Body</b> 	<b>Health and Wellbeing - Aiming High</b> 	<b>Relationships - Be Yourself</b> 	<b>Relationships - Team</b> 	<b>Living in the Wider World - Britain Rights</b> 	<b>Living in the Wider World Money Matters</b> 
<ol style="list-style-type: none"> <li>1. What does your body need to be healthy and you eat junk food regularly, what are the effects on your body?</li> </ol>	<ol style="list-style-type: none"> <li>1. What have we achieved over the last year and what are we proud of and how did our</li> </ol>	<ol style="list-style-type: none"> <li>1. What makes someone unique and what is an identity?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the features of a good team and how do team members benefit from being in a team?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are rules and what is the law?</li> <li>2. How are rules and laws enforced and how do rules and laws help us?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do people go to work and what other ways do people get money?</li> </ol>







<ol style="list-style-type: none"> <li>Why is it important to get enough sleep and how can getting enough sleep keep our bodies and minds healthy?</li> <li>What are drugs and how can I stay safe around drugs?</li> <li>What choices do I have and how can I make better, healthier choices?</li> </ol>	<p>behaviour and attitudes help us to achieve?</p> <ol style="list-style-type: none"> <li>What kinds of jobs do people do and what kinds of skills and attributes would we need to do these jobs?</li> <li>Can we be anything we want to be when we get older or some jobs for men and some jobs for women?</li> <li>What might we like to do when we grow up and what skills would we need to develop in order to achieve this?</li> </ol>	<ol style="list-style-type: none"> <li>What are emotions and is it okay to feel worried sometimes?</li> <li>What is being assertive and how and when can we be assertive?</li> <li>What messages do we get from the media about how people should look, feel and behave? Are those messages realistic?</li> </ol>	<ol style="list-style-type: none"> <li>How is our team affected by our actions and how do the actions of our teammates affect us?</li> <li>What happens when we fall out with our team members and how can we solve these problems?</li> <li>Do I know what are rights are and do I understand the responsibility that comes with rights?</li> </ol>	<ol style="list-style-type: none"> <li>What is diversity, why is it important and why should we be respectful of others?</li> <li>What does liberty mean and what are the rights by British people?</li> <li>What does being British mean to me and does 'being British' mean the same to all people?</li> </ol>	<ol style="list-style-type: none"> <li>What affects the decisions we make about spending money and how might spending decisions we make affect others and the environment?</li> <li>Why do adverts try to influence the way we spend money and how do they do it?</li> </ol>
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Year 4					
Autumn Health and Well Being		Spring Relationships		Summer Living in the Wider World	
<p><b>Health and Well Being - Think Positive</b></p> 	<p><b>Health and Well Being - Safety First</b></p> 	<p><b>Relationships - VIPs</b></p> 	<p><b>Relationships - Growing Up</b></p> 	<p><b>Living in the Wider World - Respecting Rights</b></p> 	<p><b>Living in the Wider World - One World</b></p> 
<ol style="list-style-type: none"> <li>What is a happy mind and how can it make a difference to our lives?</li> <li>What are helpful and unhelpful thoughts and how do they affect the way we feel?</li> <li>How does it feel when big changes happen in our lives and how can</li> </ol>	<ol style="list-style-type: none"> <li>What risks, hazards and dangers do we face in everyday life and what can we do if we think we're in a risky situation?</li> <li>What are the dangers of using the road and how can we use the road safely?</li> </ol>	<ol style="list-style-type: none"> <li>Who are the important people in our lives? Why are they important?</li> <li>What makes a good relationship? What can we do if one of our relationships is not good?</li> <li>How and why do people fall out with their</li> </ol>	<ol style="list-style-type: none"> <li>How might our thoughts and feelings change during puberty and how can we deal with difficult feelings and moods?</li> <li>RSE Lesson 1 Puberty and Human Reproduction</li> <li>What is personal hygiene?</li> </ol>	<ol style="list-style-type: none"> <li>What are rights and what rights do all people share and what special rights do children have?</li> <li>Are all rights of equal importance?</li> <li>What is respect and why is it important that rights are respected and what does it mean to</li> </ol>	<ol style="list-style-type: none"> <li>What are the similarities and differences in the lives of Chiwa and Kwende and why are their lives so different?</li> <li>What are Chiwa's reasons for wanting to attend school and what are her mother's</li> </ol>

<p>we cope with these feelings?</p> <p>4. What is a positive attitude to learning and what strategies can we use when we find something challenging?</p>	<p>3. What are drugs, cigarettes and alcohol and how do they affect the body and why are they dangerous?</p> <p>4. Who is responsible for keeping me safe?</p> <p>5. What does it mean to be safe online? Is this the same or different to what we have discussed?</p>	<p>friends? What can we do when this happens?</p> <p>4. What are the different ways that people can be bullied and how can this affect people?</p>		<p>respect the rights of others?</p> <p>4. What can we tell about a person by looking at a picture</p>	<p>reasons for wanting her to stay at home?</p> <p>3. How can our actions affect the lives of people like Chiwa and what can we do to help make the world a fairer place to live?</p>
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Year 5					
Autumn Health and Well Being		Spring Relationships		Summer Living in the Wider World	
<p><b>Health and Wellbeing It's My Body</b></p> 	<p><b>Health and Wellbeing – Aiming High</b></p> 	<p><b>Relationships – Be Yourself</b></p> 	<p><b>Relationships - Team</b></p> 	<p><b>Living in the Wider World – Britain Rights</b></p> 	<p><b>Living in the Wider World Money Matters</b></p> 
<p>1. Why is looking after our bodies so important and what is autonomy and what is consent?</p> <p>2. How can we get a good night's sleep and what are the effects of not getting enough sleep?</p> <p>3. What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances?</p> <p>4. What choices do we have about keeping our bodies and minds</p>	<p>1. What have we achieved and learnt since we started school and what skills and attributes have we used to make that happen?</p> <p>2. How do successful learners overcome challenges and do positive learning strategies help us?</p> <p>3. Can some jobs only be done by certain kinds of people and are some jobs for men and some for women?</p>	<p>1. Is it OK to think and feel differently to other people? What does 'being an individual' mean and why is this a good thing?</p> <p>2. Why is it important to share our thoughts and feelings with those around us and how can we communicate our thoughts and feelings to others.</p> <p>3. What are some of the uncomfortable feelings that people can feel and</p>	<p>1. How can we make our views heard without falling out with others and how can we respond respectfully to other people's feelings and opinions?</p> <p>2. How can we recognise what is safe and not safe online and know what is an age appropriate use of technology?</p> <p>3. Can I recognise when it is healthy to be part of an online community</p>	<p>1. What kind of people live in our Nation and how can we show respect for people whose faith or ethnicity is different to our own?</p> <p>2. What is a community and who makes it what it is and how can we contribute to our community?</p> <p>3. How does the law help us and What could happen if laws are broken?</p> <p>4. What is 'local government' and what</p>	<p>1. How do manufacturers and retailers try to influence the way we spend our money and how can we be 'critical consumers'?</p> <p>2. What choices do we have when spending money and what is the impact of our spending choices?</p>

healthy and what influences our choices about our bodies and our physical and mental health?	4. What skills might we need in the world of work and what is enterprise and why is it important?	what can we do to manage them? 4. How can we know when we might have to make a different choice to those around us and how can we do the right thing even if others do not?	and when it is not healthy 4. <b>Do I Know what makes a good relationship and can I recognise a bad relationship?</b>	does it do and how does local government work? 5. What is 'national government' and what does it do and how does national government work?	
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Year 6					
Autumn Health and Well Being		Spring Relationships		Summer Living in the Wider World	
<b>Health and Well Being - Think Positive</b> 	<b>Health and Well Being - Safety First</b> 	<b>Relationships - VIPs</b> 	<b>Relationships - Growing Up</b> 	<b>Living in the Wider World - Respecting Rights</b> 	<b>Living in the Wider World - One World</b> 
<ol style="list-style-type: none"> <li>1. What are thoughts, feelings and behaviours? How do thoughts, feelings and behaviour influence each other?</li> <li>2. How do our emotions respond to certain events and how our feelings can change over time</li> <li>3. What does it matter what we think of ourselves?</li> <li>4. How can our thoughts and feelings help us have a positive attitude to learning and what strategies can we use to</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a risk?</li> <li>2. What does it mean to take responsibility for our own safety and how can we do this?</li> <li>3. How can we decide if a situation is risky or dangerous and what can we do if we feel we are in a risky situation?</li> <li>4. How do we know if there is an emergency and what should we do in an emergency?</li> <li>5. Why do we need to keep our online profile private?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does love mean and who are the people we love?</li> <li>2. What are the consequences of behaving unkindly to the people around us and how can we calm down when we are feeling angry or upset with other people?</li> <li>3. When might we feel under pressure to do something that we feel unsure about or don't want to do and what can we do when this happens?</li> </ol>	<ol style="list-style-type: none"> <li>1. How might our thoughts and feelings change during puberty and how can we deal with difficult feelings and moods?</li> <li>2. Is there an ideal kind of body and what information can affect how we think and feel about ourselves and our bodies?</li> <li>3. What are stereotypes?</li> <li>4. Should gender stereotypes be challenged?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are some of the ways that ideas about human rights have changed and how have those changes happened?</li> <li>2. What do we need to do to respect the human rights of others and what are the consequences of not respecting these rights?.</li> <li>3. What are human rights activists and what do they do?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to be a global citizen and how can we be responsible global citizens?</li> <li>2. What is global warming and what can we do to help?</li> <li>3. How does energy we use contribute to global warming and what can we do to help?</li> <li>4. What is biodiversity and why is it important and what can we do to encourage biodiversity?</li> </ol>



overcome difficulties and challenges?		4. What are some of the signs of an unhealthy or risky relationship and when might it be best to end a relationship and how can we do this?			
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PSHE Curriculum Objectives

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or another source</li> </ul>
Sex Education	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Knowledge of the human lifecycle</li> </ul>
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
My changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>