



Half Acres Primary Academy
Our Values Curriculum.
PSHE and Relationships (2020)



Early Years Foundation Stage

Self confidence and self awareness -	Managing feelings and behaviour -	Making relationships	Physical Development
children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Health and Safe-Care Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<ul style="list-style-type: none">• have confidence in their own abilities• Children are confident about trying new activities, and say why they like some activities more than others• They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities• They say when they do or do not need help	<ul style="list-style-type: none">• develop social skills and learn how to manage their feelings• understand appropriate behaviour in groups• Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable• They work as part of a group or class, and understand and follow the rules• They adjust their behaviour to different situations, and take changes of routine in their stride	<ul style="list-style-type: none">• develop a positive sense of themselves and others• form positive relationships and develop respect for others• Children play co-operatively, taking turns with others• They take account of one another's ideas about how to organise their activity• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	<ul style="list-style-type: none">• Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

	R	1	2	3	4	5	6
Knowledge	See above	that families are important for children growing up because they can give love, security and stability.	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.	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Skills		I am learning who my special people are.	I am learning to recognise what makes my family so unique and special. I am learning what makes my special people so important.	I am learning about how different families spend time together. I am learning about the differences between a positive and an unhealthy relationship.	I am learning about what families from different parts of the world have in common with my family. I am learning to recognise different types of relationships and families and what characterises them.	I am learning about the similarities between marriage and civil partnerships.	I am learning that forcing anyone to marry is a crime. I am learning that two people who love one another can be in a committed relationship without marrying or having a civil partnership.
Vocabulary		Family Love safe	Relationship security stability	Characteristic commitment Protection Unhealthy relationship	Characterised	Formal Legal Commitment Lifelong Civil partnership	Consent Forced marriage Commitment

	R	1	2	3	4	5	6
Knowledge	See above	how important friendships are in making us feel happy and secure, and how people choose and make friends.	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults
Skills		<p>I am learning how to show my feelings and how to recognise how other people are feeling.</p> <p>I am learning to recognise what is fair and unfair, kind and unkind, right and wrong</p> <p>I am learning the differences between secrets and surprises.</p> <p>I am learning the importance of not keeping secrets that make me feel uncomfortable or afraid</p>	<p>I am learning to share my opinions constructively and listen to the opinions of others.</p> <p>I am learning a range of ways to work as a team cooperatively.</p> <p>I am learning different ways to solve arguments.</p>	<p>I am learning how to recognise and respond to a wider range of feelings in others.</p> <p>I am learning that my actions affect myself and others</p> <p>I am learning to develop strategies to resolve disputes and conflict.</p>	<p>I am learning to judge what kind of physical contact is acceptable or unacceptable, how to respond and who to tell.</p> <p>I am learning to recognise what is confidential or secret, when and when not to keep a secret and when to break a confidence</p> <p>I am learning to recognise and care about people's feelings.</p> <p>I am learning to respect and if necessary constructively challenge others' points of views.</p>	<p>I am learning to listen and respond respectfully to a wide range of people.</p> <p>I am learning to feel confident about raising my concerns.</p> <p>I am learning to recognise bullying and abuse in all its forms including prejudice-based bullying</p> <p>I am learning to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</p>	<p>I am learning to recognise and challenge stereotypes</p> <p>To recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</p> <p>I am learning to recognise and manage dares</p>
Vocabulary		Secure Fair unfair Kind unkind Right wrong Secrets kindness	mutual respect, truthfulness, trustworthiness, loyalty, generosity	Disputes Conflict Negotiation Compromise Constructive feedback	Physical contact Confidential Constructive challenge	cyberbullying impact bystanders prejudice consequence aggression	stereotypes cultural ethnic racial religious diversity, gender identity sexual orientation manage dares permission-seeking

	R	1	2	3	4	5	6
Knowledge	See above	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>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</p> <p>the importance of respecting others, even when they are different physically.(gender)</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>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</p> <p>the importance of respecting others, even when they are different physically.(appearance)</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>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</p> <p>the importance of respecting others, even when they are different physically. (disability)</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>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</p> <p>the importance of respecting others, even when they have different backgrounds.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(see caring friendships)</p> <p>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</p> <p>the importance of respecting others, even when they have different beliefs.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>the conventions of courtesy and manners</p> <p>The importance of self-respect (see mental well-being skills progression grid)</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive (see caring friendships)</p> <p>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</p> <p>the importance of respecting others, even when they have different preferences.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Skills		<p>I am learning how to use please, <i>thank you</i> and <i>you're welcome</i> routinely in conversation. Teach turn taking</p> <p>I am learning different ways to treat myself, friends and family with respect.</p> <p>I am learning how to say 'no' and how to stop if someone says 'no' to me (rough play)</p>	<p>I am learning how to open the door for others and allow others to pass first.</p> <p>I am learning different ways to treat the adults I meet with respect.</p> <p>I am learning that when someone says 'no' to me I stop my behaviour.</p>	<p>I am learning how to put others first.(holding doors, stepping aside, offering the last pencil, giving up your seat, carrying books, and offering a hand.)</p> <p>I am learning different ways to treat property with respect.</p> <p>I am learning about the importance of privacy,</p>	<p>I am learning how to shake hands and make eye contact.</p> <p>I am learning different ways to treat my education with respect.</p> <p>I am learning about the importance of permission</p>	<p>I am learning how to be polite to people who work in school and visitors. (Eye contact, please and thank you, offers to carry and help)</p> <p>I am learning different ways to treat adults in authority with respect. (community)</p> <p>I am learning about importance of consent</p>	<p>I am learning how to practice manners at mealtimes and be a good model for younger children.</p> <p><i>Please pass the potatoes. Thanks. Can I get that for you? Can I pour you a glass of water?</i> Not talking with mouth full etc.</p> <p>I am learning different ways to treat adults in authority with respect. (national and international)</p> <p>I am learning about the importance of permission-seeking and giving on- line</p>
Voc		Manners respect	Courtesy	privacy	permission	Consent Authority community	National International

	R	1	2	3	4	5	6
Knowledge	See above	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>that for most people the internet is an integral part of life and has many benefits</p> <p>where and how to report concerns and get support with issues online</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>where and how to report concerns and get support with issues online</p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>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</p> <p>where and how to report concerns and get support with issues online</p>	<p>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.</p> <p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>where and how to report concerns and get support with issues online</p>	<p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p>	<p>how information and data is shared and used online</p> <p>the rules and principles for keeping safe online, harmful contact, and how to report them</p> <p>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</p> <p>where and how to report concerns and get support with issues online</p>
Skills		<p>I am learning not to keep secrets online</p> <p>I am learning about why it is important not to share passwords.</p>	<p>I am learning that people might not be who they say they are on-line.</p> <p>I am learning about why it is important not to share passwords.</p>	<p>I am learning how to recognise risks online.</p> <p>I am learning about who to tell if I encounter something harmful online</p>	<p>I am learning to recognise that bullying online is a serious issue.</p>	<p>I am learning to consider who I should have as a friend online.</p> <p>I am learning about what cyber bullying is.</p>	<p>I am learning not to share data on-line.</p> <p>I am learning how to avoid harmful contact and who to tell.</p> <p>I am learning about what trolling is online</p>
Vocabulary		Online Internet	Password	Principles recognise risks Harmful content	anonymous	critically consider Risks Cyber bullying	Online data trolling

	R	1	2	3	4	5	6
Knowledge	See above	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>where to get advice e.g. family, school and/or other sources.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>
Skills		<p>I am learning the differences between secrets and surprises</p> <p>I am learning the importance of not keeping secrets that make me feel uncomfortable or afraid.</p> <p>I am learning to recognise when people are being unkind.</p> <p>I am learning who to tell when someone is being unkind to me or someone else.</p>	<p>I am learning what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable.</p> <p>I am learning how to respond and who to tell when physical contact is unacceptable.</p> <p>I am learning to recognise different types of teasing and bullying</p> <p>I am learning to understand that bullying and teasing are unacceptable.</p> <p>I am learning different strategies to resist teasing or bullying and whom to go to and how to get help (experience and witness)</p>	<p>I am learning to listen and respond respectfully to a wide range of people.</p> <p>I am learning to feel confident to raise my own concerns, to recognise and care about people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>I am learning to understand personal boundaries.</p> <p>I am learning to identify what I am willing to share with my most special people, friends, classmates and others and that we all have rights to privacy.</p>	<p>I am learning to recognise what is confidential or secret, when and when not to keep a secret and when to break a confidence.</p> <p>I am learning to work collaboratively towards shared goals.</p> <p>I am learning to recognise that differences and similarities between people that arise from a number of factors, including cultural, ethnic, racial and religious diversity,</p>	<p>I am learning to recognise and challenge different stereotypes.</p> <p>I am learning to recognise that differences and similarities between people that arise from a number of factors including age, disability and sex.</p>	<p>I am learning to recognise that differences and similarities between people that arise from a number of factors, including gender identity and sexual orientation .</p> <p>I am learning to recognise and manage dares.</p>
Vocabulary		<p>Secrets</p> <p>surprise</p> <p>Kind unkind</p>	<p>Acceptable</p> <p>Unacceptable</p> <p>Teasing</p> <p>bullying</p> <p>witness</p>	<p>Personal boundaries</p> <p>privacy</p>	<p>Confidential</p> <p>Collaboratively</p> <p>Cultural</p> <p>Ethnic</p> <p>Racial</p> <p>religious diversity,</p>	<p>Stereotypes</p> <p>factors</p>	<p>Dares</p> <p>gender identity</p> <p>sexual orientation</p>

Key Stages 1 and 2

Economic Wellbeing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Know that there are different types of jobs that people do to earn money and that this helps them to buy things</p> <p>Contribute to enterprise activities</p>	<p>Identify the different types of work people do and learn about different places of work</p> <p>Recognise that the money people make is to spend on things they want and need.</p> <p>Understand that we cannot always afford the items we want to buy</p> <p>Contribute to enterprise activities</p>	<p>I know that there are a range of jobs carried out by different people.</p> <p>That people make choices about how they spend their money</p> <p>Recognise why people work</p> <p>Suggest how they can contribute to a range of activities that help them to become more enterprising</p>	<p>Identify the range of jobs carried out by the people they know</p> <p>What influences the choices people make about how money is spent</p> <p>Suggest how they can contribute to a range of activities that help them to become more enterprising</p>	<p>That there are a range of jobs carried out by different people and that different jobs require different skills.</p> <p>What 'managing money' means.</p> <p>Show initiative and take responsibility for activities that develop enterprise capability</p>	<p>Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>people manage money and learn about basic financial capability</p> <p>Show initiative and take responsibility for activities that develop enterprise capability</p>
Skills	<p>I am learning that there are different types of jobs that people do</p> <p>I am learning the reasons why people work.</p>	<p>I am learning about different places of work.</p> <p>I am learning about spending money.</p>	<p>I am learning about the range of jobs that people do (eg not everyone in the Police Force does the same job)</p> <p>I am learning that people choose what they spend their money on</p>	<p>I am learning about the different jobs that my friends and family have.</p> <p>I am learning a range of skills are needed for different jobs</p>	<p>I am learning to make connections between their learning, the world of work and their future economic wellbeing</p> <p>I am learning what 'managing money' means.</p>	<p>I am learning to look after money and realise that future wants and needs may be met through saving</p>
Vocabulary.	<p>rules</p> <p>making decisions</p> <p>job</p> <p>occupation</p> <p>wage</p>	<p>spending/saving</p> <p>afford</p> <p>workplace</p> <p>enterprise</p>	<p>communities/groups</p> <p>laws</p> <p>choice</p>	<p>co-operation</p> <p>responsibility</p> <p>local/national</p> <p>local organisations</p>	<p>basic need</p> <p>managing money</p> <p>society</p> <p>community</p> <p>initiative</p>	<p>Collaboration</p> <p>Contribution</p> <p>Financial capability</p> <p>debt/interest</p> <p>democracy</p>

Key Stages 1 and 2

Mental Wellbeing

All pupils should recognise that mental well-being is a part of daily life.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Know the names of some feelings and understand the differences between them.</p> <p>Know that physical exercise is good for my mental wellbeing.</p> <p>Know that sleep and rest are important to my mental well-being.</p>	<p>Know the names of a wider range of feelings</p> <p>Know that physical exercise and time outdoors is good for my mental wellbeing.</p> <p>Know that sleep and rest are important to my mental well-being.</p>	<p>Know that there is a scale of emotions that all humans experience in relation to different situations</p> <p>Know that physical exercise, time outdoors and community participation (school community) is good for my mental wellbeing.</p> <p>Know that time spent with family is important to my mental well-being.</p>	<p>Know that I can develop strategies for managing and controlling my emotions.</p> <p>Know that physical exercise, time outdoors and community participation (wider community) is good for my mental wellbeing.</p> <p>Know that time spent with friends is important to my mental well-being.</p>	<p>Know how to talk about and recognise their emotions.</p> <p>Know that physical exercise, time outdoors, community participation and doing things for others in school is good for my mental wellbeing.</p> <p>Know that hobbies and interests are important to my mental well-being.</p>	<p>Know how to talk about and recognise their emotions and those of others</p> <p>Know that physical exercise, time outdoors, community participation and doing things for others such as organising fundraising is good for my mental wellbeing.</p> <p>Know that hobbies and interests are important to my mental well-being.</p> <p>Know that it is common for someone to experience mental ill health</p>
Skills	<p>I am learning to recognise what I like and dislike</p> <p>I am learning to recognise what I am good at</p>	<p>I am learning to recognise, name and manage my feelings in a positive way</p> <p>I am learning to understand the difference between impulsive and considered behaviour</p> <p>I am learning to make positive real-life choices (sleep)</p>	<p>I am learning to face new challenges positively and know when to seek help</p> <p>I am learning to reflect on my worth as individuals by identifying positive things about myself and my achievements</p> <p>I am learning to make positive real-life choices (physical exercise)</p>	<p>I am learning to reflect on my own mistakes and make amends</p> <p>I am learning to make responsible choices and consider consequences</p> <p>I am learning to make positive real-life choices (community participation)</p>	<p>I am learning to recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>I am learning to reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>I am learning to make positive real-life choices (doing things for others)</p>	<p>I am learning to set personal goals.</p> <p>I am learning to take action based on responsible choices.</p> <p>I am learning to develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p> <p>I am learning to make positive real-life choices (organising fundraising)</p>
Vocabulary	feelings	Physical exercise Wellbeing	communities/groups, laws, emotions environment	Strategies Community participation Reflection consequences	Misunderstood positivity collaboration,	Fundraising Mental ill health Mental well being Personal goals Negative pressures

Key Stage 1 and 2

Physical Wellbeing – All pupils should know how and where to seek support if they are worried about their physical health.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>I know that exercise is good for me</p> <p>I know the names of some healthy and some unhealthy foods.</p> <p>I know how to keep safe in the streets</p> <p>I know that bodies experience change from birth.</p> <p>I know how to alert the emergency services.</p>	<p>I know different types of exercise that are good for my body.</p> <p>I know the principals of planning a healthy diet.</p> <p>I know that some substances can help or harm my body (medicines)</p> <p>I know the importance of sleep for good health.</p> <p>I know about the importance of good personal hygiene (how germs are spread and treated the importance of handwashing).</p> <p>I know how to deal with minor bruising and cuts.</p>	<p>I know that I should regularly exercise because it is good for my body and mind.</p> <p>I know the risks associated with inactivity including obesity.</p> <p>I know the principals of planning a healthy diet.</p> <p>I know about the importance of good personal hygiene (washing, changing clothes etc)</p> <p>I know that some substances can help or harm my body (fast food, processed food)</p> <p>I know how to deal with a conscious casualty. (choking)</p>	<p>I know what constitutes a healthy diet -</p> <p>I know the characteristics of unhealthy eating (tooth decay)</p> <p>I know the benefits of good oral hygiene.</p> <p>I know that some substances can help or harm my body (smoking)</p> <p>I know about safe and unsafe exposure in the sun. (including skin cancer)</p> <p>I know how to deal with a conscious casualty. (bleeding)</p>	<p>I know the importance of building regular exercise into daily and weekly routines.</p> <p>I know that some substances can help or harm my body (alcohol)</p> <p>I know the facts and science relating to allergies, immunisation and vaccination</p> <p>I know about menstrual well-being and the menstrual cycle.</p> <p>I know how to deal with an unconscious casualty.</p>	<p>I know the importance of building regular exercise into daily and weekly routine and how to achieve this.</p> <p>I know the risks associated with the use and misuse of a range of substances and the impact of misuse. (drugs)</p> <p>I know about the importance of good personal hygiene (puberty)</p> <p>I know that a body changes during puberty and it can affect feelings and behaviour.</p> <p>I know key facts about puberty and the changing adolescent body.</p> <p>I know how to deal with a suspected heart attack. (CPR)</p>
Skills	<p>I am learning to understand how to keep my body healthy.</p> <p>I am learning different ways to cross a road safely.</p> <p>I am learning about the simple physical changes in my body as I grow from a baby to a child.</p> <p>I am learning how to get help in an emergency.</p>	<p>I am learning to understand different ways to keep my body healthy.</p> <p>I am learning to recognise that some substances can help or harm the body</p> <p>I am learning about the importance of handwashing for my own health and that of others.</p> <p>I am learning different things to do if someone has a small cut or bruise.</p>	<p>I am learning to understand a range of ways to keep my body and mind healthy.</p> <p>I am learning about ways to improve my personal hygiene.</p> <p>I am learning to recognise that some foods can harm my body.</p> <p>I am learning different ways to help if someone is choking.</p>	<p>I am learning different ways to keep my teeth healthy.</p> <p>I am learning to recognise that some foods can harm my teeth.</p> <p>I am learning to name the effects that smoking has on the body.</p> <p>I am learning different ways to stay safe in the sun and reasons why this is important.</p> <p>I am learning different ways to help if someone is bleeding.</p>	<p>I am learning about how different types of regular exercise can benefit my body.</p> <p>I am learning to name the effects that alcohol has on the body and identify the different kinds of risks associated with the misuse of alcohol.</p> <p>I am learning the impact that misuse of alcohol can have on individuals, their families and friends</p> <p>I am learning about what the menstrual cycle is. I am learning the different ways to ensure that women and girls experience menstrual well- being.</p> <p>I am learning different ways to help if someone is unconscious</p>	<p>I am learning how to build regular exercise into my daily and weekly routines.</p> <p>I am learning to identify the different kinds of risks associated with the use and misuse of some illegal drugs and the impact that misuse of substances can have on individuals, their families and friends.</p> <p>I am learning to remember facts about how a body changes during puberty</p> <p>I am learning to recognise that when the body changes during puberty it can affect feelings and behaviour.</p> <p>I am learning different ways to help if someone is unconscious and administer CPR</p>

Vocabulary.	Healthy, exercise, unhealthy, safety	physical activity, behaviour, substance, hygiene, diet, Medicines	Obesity, processed food, choking, casualty,	nutrition, consequences, physical/mental , goal, responsibility, achievement, hygiene, decay	physical/mental lifestyle, tobacco, misuse, menstrual, unconscious	responsible choice, negative pressure, substance misuse, illegal drugs, puberty
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