



PSHE (Personal, Social, Health and Economic) & RE (Relationships Education)

Offer

Monkwick Infant and Nursery school.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1. Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

At Monkwick Infant School, we define Personal, Social, Health and Economic (PSHE) education as a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children to stay healthy and safe, while preparing them to make the most of life and work. Our PSHE Programme of Study also helps pupils to achieve their academic potential.

The Programme of Study we have developed at Monkwick Infant School is informed by **The PSHE Association** and sets out learning opportunities, based on three core themes:

Core theme 1: Health and Wellbeing

Core theme 2: Relationships




Core theme 3: Living in the Wider World

Vocabulary

As a school, we have carefully selected appropriate vocabulary that will help support the children's learning. Vocabulary is vital to deepen our children's knowledge and understanding and therefore we have created a bank of words to be used during the teaching of PSHE & RE (Relationships Education). It is particularly important that we create a 'common language' for our school when naming body parts, as this helps protect our children from abuse.




Breadth of study



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas


| Personal, Social and Emotional Development: Making relationships | | | |
|--|--|--|---|
| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|  22-36 months | <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. | <ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and comforting/helping them. | <ul style="list-style-type: none"> Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other. |
|  30-50 months | <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | <ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. | <ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying "You can't play". |
|  40-60+ months | <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal 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.</p> | <ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. | <ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups. |



Early Years

| Personal, Social and Emotional Development: Self-confidence and self-awareness | | | |
|--|--|--|--|
| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|  22-36 months | <ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. | <ul style="list-style-type: none"> Recognise that children's interest may last for short or long periods, and that their interest and preferences vary. Value and support the decisions that children make Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary. Encourage children to see adults as a resource and as partners in their learning. Teach children to use and care for materials, and then trust them to do so independently. Ensure that key practitioners offer extra support to children in new situations. | <ul style="list-style-type: none"> Discuss with staff and parents how each child responds to activities, adults and their peers. Build on this to plan future activities and experiences for each child. As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. Consult with parents about children's varying levels of confidence in different situations. Record individual achievements which reflect significant progress for every child. Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain. Vary activities so that children are introduced to different materials. Make materials easily accessible at child height, to ensure everybody can make choices. |
|  30-50 months | <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. | <ul style="list-style-type: none"> Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. | <ul style="list-style-type: none"> Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. |
|  40-60+ months | <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal 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.</p> | <ul style="list-style-type: none"> Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. Recognising and enjoying children's success with them helps them to feel confident. Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. | <ul style="list-style-type: none"> Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Provide experiences and activities that are challenging but achievable. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Provide regular opportunities for children to talk to their small group about something they are interested in or have done. Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. |

| Personal, Social and Emotional Development: Managing feelings and behaviour | | | |
|---|--|---|--|
| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|  22-36 months | <ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. | <ul style="list-style-type: none"> Support children's symbolic play, recognising that pretending to do something can help a child to express their feelings. Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others. Help children to recognise when their actions hurt others. Be wary of expecting children to say 'sorry' before they have a real understanding of what this means. | <ul style="list-style-type: none"> Have agreed procedures outlining how to respond to changes in children's behaviour. Share policies and practice with parents, ensuring an accurate two-way exchange of information through an interpreter or through translated materials, where necessary. Provide areas to mirror different moods and feelings- quiet restful areas as well as areas for active exploration. Provide books, stories, puppets that can be used to model responding to others' feelings and being helpful and supportive to them. |
|  30-50 months | <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' Ask children for their ideas on what might make people feel better when they are sad or cross. Show your own concern and respect for others, living things and the environment. Establish routines with predictable sequences and events. Prepare children for changes that may occur in the routine. Share with parents the rationale of boundaries and expectations to maintain a joint approach. Model and involve children in finding solutions to problems and conflicts. Collaborate with children in creating explicit rules for the care of the environment. | <ul style="list-style-type: none"> Provide photographs and pictures of emotions for children to look at and talk about. Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. Make available a range of music that captures different moods. Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line. Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. To support children with SEN, use a sequence of photographs to show the routines in the setting. Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. Use pictures or consistent gestures to show children with SEN the expected behaviours. Provide materials for a variety of role play themes. Provide a safe space for children to calm down or when they need to be quiet. Provide activities that help children to develop safe ways of dealing with anger and other strong feelings. |

| Personal, Social and Emotional Development: Managing feelings and behaviour | | | |
|--|--|---|--|
| | A Unique Child: observing what a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
|  40-60+ months | <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal 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.</p> | <ul style="list-style-type: none"> Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Model being fair, e.g. when choosing children for special jobs. Be alert to injustices and let children see that they are addressed and resolved. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Encourage children to think about issues from the viewpoint of others. Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices. | <ul style="list-style-type: none"> Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. Provide activities that require give and take or sharing for things to be fair. Use Persona Dolls to support children in considering fair ways to share and get on with each other. Involve children in agreeing codes of behaviour and taking responsibility for implementing them. Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine. |



KS1

Please see the appendixes for the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

RSE covered in KS1 National Curriculum

Year 1

(statutory requirements)

Animals, including humans;

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

(statutory requirements)

Animals, including humans;

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

The following pages outline the Long Term overview of Monkwick Infant School & Nursery's Scheme of Learning for PSHE (which incorporates the statutory requirements for the new RSHE).

However, at MIS we recognise that we are living in an ever changing world and the needs of our pupils are constantly changing. As a result of this, our scheme is open to adaptations and we actively encourage teachers to deliver 'in the moment' PSHE sessions when needed for their individual class.

Please see the follow PSHE document for the more detailed Medium Term Plans:

https://www.pshe-association.org.uk/system/files/2.%20Primary%20Programme%20Builder%20-%20Thematic%20model_1.pdf

We are committed to ensuring our children leave us ready for the Junior School. As a result of this, we have looked ahead at what the children will be expected to access and planned our Scheme of Learning accordingly.



Monkwick Infant and Nursery School





| EYFS | |
|--|--|
| Personal, Social and Emotional Development | Understanding of the World |
| <ul style="list-style-type: none"> To develop a positive sense of themselves and others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings. To understand appropriate behaviour in groups. To have confidence in their own abilities. | <ul style="list-style-type: none"> To make sense of their physical world. To make sense of their community. To use opportunities to observe and explore. To find out about people, places, technology and the environment. |
| Assessment of Skills and Outcomes | |
| <ul style="list-style-type: none"> Can they try new activities and say why they like some more than others? Can they talk confidently in a familiar group? Can they talk about their ideas and collect the resources that they need? Can they say when they do and do not need help? Can they discuss how they and others show their feelings? Can they talk about their own and other's behaviour and know which behaviour is unacceptable? Can they work as part of a group or the class and follow the rules? Can they adjust their behaviour to the situation and take a change in routine in their stride? Can they play co-operatively and take turns with others? Can they take other's ideas into account when organising an activity? Can they show sensitivity towards others and their feelings? Can they build positive relationships with adults and other children? | <ul style="list-style-type: none"> Can they talk about past and present events in their own lives and in the lives of family members? Can they understand that other children do not always like the same things? Can they understand the similarities and differences between themselves and others, among families, communities and traditions? Can they understand the similarities and differences in relation to places, objects, materials and living things? Can they talk about the features of their own immediate environment and how environments vary from one another? Can they make observations of animals and plants and explain why some things occur, and talk about changes? Can they recognise that a range of technology is used in places such as school and home? Can they select and use technology for particular purposes? |
| Key Vocabulary | |
| Like, dislike, love, happy, sad, angry, calm, upset, scared, rules, friend, share, sorry, family, same, different, see, hear, smell, taste and feel. | |



Year 1

| Relationships | Living in the Wider World | Health and Well-Being |
|--|---|--|
| <ul style="list-style-type: none"> To understand the roles of different people and that there are different types of families. To understand they should feel cared for and care for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful. | <ul style="list-style-type: none"> To understand what rules are and why we follow them. To know how to care for others and support their needs. To know how and why we care for the environment. To know how to use online services to communicate and do this safely. What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available? | <ul style="list-style-type: none"> To know how to keep healthy based on food and exercise. To understand some hygiene routines including sun safety. To recognise what makes them unique and special. To learn how to manage their emotions when things go wrong. To learn ways of keeping safe online. To understand how rules and age restrictions keep us safe. |

Assessment of Skills and Outcomes

- Can they describe how families might be different?
- Can they identify how people care for them and how they care for the environment?
- Can they explain what privacy means and explain what they might need permission for?
- Can they describe how their behaviour might affect others and explain how they can be polite and respectful?
- Can they identify what the school and class rules are and why we have them?
- Can they identify how they might keep healthy with their body and mind?
- Can they identify simple hygiene routines?
- Can they describe what to do to keep safe online?

Key Vocabulary

Family, similar, different, polite, rules, privacy, respect, environment, healthy, hygiene, unique, special, feelings and love.



Year 2

Relationships

- To understand ways to make friends.
- To understand what to do if they are feeling lonely and how to get help.
- To recognise behaviour that is hurtful.
- Recognise what is similar and different about ourselves.
- To understand what a secret is; when it is ok to keep or when it is necessary to share.
- Working and playing co-operatively.

Living in the Wider World

- To understand what it means to belong to a group.
- What are your roles and responsibilities?
- To know how we use the internet in everyday life.
- To understand what money is and how to look after it.

Health and Well-Being

- To understand why sleep is important.
- Keeping healthy; teeth and medicines including safety.
- To learn ways of managing your feelings and when to ask for help.
- Growing older; life stages. Including naming body parts.
- How to keep safe in different environments; keeping safe at home.
- Learning what to do in an emergency.
- Moving on to a new class.

Assessment of Skills and Outcomes

- Can they explain and show that family and friends should care for each other?
- Can they identify and respect the differences and similarities between people?
- Can they give examples when it would be necessary to share a secret?
- Can they describe what co-operation is and what it would look like?
- Can they explain what belonging is and how that might look?
- Can they describe the difference between a want and a need?
- Can they name the life stages and explain the changes that take place?
- Can they name the body parts using the correct names?
- Can they describe how to stay safe in different environments?

Key Vocabulary

Friendship, roles, lonely, secret, co-operate, belong, responsibility, money, male, female, penis, vagina, body part and emergency.



Year 3

Relationships

- To understand what makes a family and to know what the features of a family life are.
- To understand personal boundaries and relate this to being able to safely respond to others.
- To understand the impact of hurtful behaviour.
- To be able to recognise respectful behaviour.
- To know how to be courteous and polite.
- To know the value and importance of self-respect.

Living in the Wider World

- To understand the value of rules and laws.
- To know about rights, freedom and responsibilities.
- To know how the internet is used and understand how to assess information online.
- To understand that different jobs require different skills.
- To understand job stereotypes.
- To be able to set their own personal goals.

Health and Well-Being

- To know how to make good choices about health and their habits.
- To know what affects theirs and others feelings and know how to express them.
- To identify their own strengths and achievements.
- To understand risks and hazards.
- To understand safety in their local environment and also in unfamiliar places.

Assessment of Skills and Outcomes

- Can they recognise different family types?
- Can they explain what to do if someone is making them or someone else upset or worried?
- Can they describe what information is appropriate to share with different people?
- Can they describe how to keep themselves safe online?
- Can they explain how to be respectful towards others?
- Can they explain and describe the importance of rules and laws in wider society?
- Can they recognise and challenge gender stereotypes?
- Can they identify how their achievements and skills can be linked to future jobs?
- Can they explain what good choices can be made about their health and habits?
- Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas?

Key Vocabulary

Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, vagina.



Appendix

The following information is taken directly from the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

By the end of Primary School, pupils should know:

Outcome 1: Families and people who care for me

- A. That families are important for children growing up because they can give love, security and stability.
- B. 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.
- C. 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
- D. 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.
- E. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- F. How to recognise if family relationships are making them feel unhappy

Outcome 2: Caring friendships

- A. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- B. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- C. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- D. 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.
- E. 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.



Outcome 3: Respectful relationships

- A. 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.
- B. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- C. The conventions of courtesy and manners.
- D. The importance of self-respect and how this links to their own happiness.
- E. 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.
- F. 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.
- G. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- H. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Outcome 4: Online relationships

- A. That people sometimes behave differently online, including by pretending to be someone they are not.
- B. 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.
- C. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- D. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- E. How information and data is shared and used online.

Outcome 5: Being safe

- A. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- B. 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.
- C. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- D. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.



- E. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- F. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- G. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- H. Where to get advice e.g. family, school and/or other sources

Outcome 6: Mental wellbeing

- A. That mental wellbeing is a normal part of daily life, in the same way as physical health.
- B. 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.
- C. 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.
- D. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- E. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- F. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- G. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- H. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- I. 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).
- J. 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.

Outcome 7: Internet safety and harms

- A. That for most people the internet is an integral part of life and has many benefits.
- B. 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.
- C. 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.
- D. Why social media, some computer games and online gaming, for example, are age restricted.



E. 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.

F. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

G. Where and how to report concerns and get support with issues online.

Outcome 8: Physical health and fitness

A. The characteristics and mental and physical benefits of an active lifestyle.

B. 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.

C. The risks associated with an inactive lifestyle (including obesity).

D. How and when to seek support including which adults to speak to in school if they are worried about their health.

Outcome 9: Healthy eating

A. What constitutes a healthy diet (including understanding calories and other nutritional content).

B. The principles of planning and preparing a range of healthy meals.

C. 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).

Outcome 10: Drugs, alcohol and tobacco

A. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Outcome 11: Health and prevention

B. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

C. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

D. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

E. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

F. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



G. The facts and science relating to allergies, immunisation and vaccination.

Outcome 12: Basic first aid

A. How to make a clear and efficient call to emergency services if necessary.

B. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Outcome 13: Changing adolescent body

A. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

B. About menstrual wellbeing including the key facts about the menstrual cycle.