

The Heath Academy Trust

Personal, Social, Emotional Development (PSED) and Personal, Social, Health Education (PSHE) inc. RSHE Learning Sequence

EYFS Curriculum intent statement- Personal, Social, Emotional Development (PSED) (PRIME)

Through our PSED curriculum we intend for children to develop a strong sense of self, emotional regulation, and positive relationships. PSED is the core of our ethos, vision and values, it is an intentional part of each day and will be threaded through all activities and interactions. By learning to manage frustrations, show empathy, and persist at tasks, children build the resilience, friendship, trust and respect needed to be their best and make great choices during independent learning and play.

Nursery (2-3 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
PRIME AREA- PSED Toddlers and young children (2-3) will be learning to: Self-regulation I can talk about my feelings, using words like 'happy', 'sad', 'angry' or 'worried' I can safely explore emotions beyond their normal range through play and stories I can talk about and manage my emotions I can begin to show 'effortful control'. (E.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front) I can feel strong enough to express a range of emotions I can grow in independence. (Rejecting help, "me do it", can sometimes lead to frustration and tantrums) I can thrive as I develop self-assurance I can find ways to calm myself, through being calmed and comforted by my key person/teacher Managing self I can find ways of managing transition, e.g. from their parents to their key person/teacher Building relationships I can develop friendships with other children I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on I can play with increasing confidence on my own and with other children I can engage with others through gestures, gaze and talk	
Covered through daily provision in activities such as...	
Early Years learning will be responsive to the children's needs and outcomes and will be taught throughout the year with a focus placed on those which the teacher feels requires most teaching at the time. PSED outcomes will always be a focus of continuous provision and staff will teach these in the moment as situations arise. Children may have certain statements as 'next steps' where they are working specifically on an area during focused assessment and observations Some examples in practise could be: • Key person to develop a strong and loving relationship with the young child; provide consistent, warm and responsive care. • Find out what calms a child and ensure toddlers can get hold of their comfort object when they need it. • Be positive and interested in what toddlers do as they develop their confidence in trying new things. • Help toddlers and young children to make informed choices from a limited range of options. • Support children as they find their own different ways to manage feelings of sadness when their parents leave them. • Provide consistent and predictable routines, with flexibility as/ when needed. • Arrange resources inside and outdoors to encourage children's independence and growing self-confidence. • Develop a spirit of friendly co-operation amongst children and adults. • Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. • Notice when a child may be ready to potty train and support in close liaison with parents/ carers • Help all children to feel that they are valued, and they belong. • Play alongside children and demonstrate interacting with different friendship groups. • Recognise, talk about and begin to name children's emotions.	

Nursery (3-4 year olds)	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Self-regulation I can talk about my feelings in more elaborate ways, e.g. "I'm sad because..." or "I love it when..." I can develop appropriate ways of being assertive I can show more confidence in new social situations I can select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen, or one which is suggested to them) Managing self I can become independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly I can make healthy choices about food, drink, activity and toothbrushing I can remember rules without needing an adult to remind me I can follow rules and understand why they are important I can develop my sense of responsibility and membership of a community Building relationships I can understand gradually how others might be feeling I can talk with others to solve conflicts I can find solutions to conflicts and rivalries (for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas) I can play with one or more other children, extending and elaborating play ideas I can become more outgoing with unfamiliar people, in the safe context of their setting	
Covered through daily provision in activities such as...	
Early Years learning will be responsive to the children's needs and outcomes and will be taught throughout the year with a focus placed on those which the teacher feels requires most teaching at the time. PSED outcomes will always be a focus of continuous provision and staff will offer teachable moments aswell as teach these in the moment as situations arise. Some examples in practise could be: • Be open to what children say about differences and answer their questions straightforwardly. • Help children develop positive attitudes towards diversity and inclusion. • Help all children to feel that they are valued, and they belong. • Support children to find ways into the play and friendship groups of others. Staff may talk about what they see, and suggest ways for the child to join in. • Story times with props can engage children in a range of emotions. • Recognise, talk about and expand on children's emotions. • Respond to children's increasing independence and sense of responsibility by increasing the challenge level. • Give children appropriate tasks to carry out • Involve children in making decisions about room layout and resources, supporting children to carry out decisions, respecting the wishes of the rest of the group. • Further resource and enrich children's play, based on their interests • Staff will notice children who find it difficult to play. They may need extra help to share and manage conflicts and staff may need to model positive play and cooperation. • Teach children ways of solving conflicts. Model how to listen to someone else and agree a compromise. • Explain why we have rules and display a small number of necessary rules visually as reminders. • Practitioners to interact calmly and sensitively with them. Modelling ways that you calm yourself down, • Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play.	

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Reception		
When?	Children in reception will be learning to...	Learning (skills and knowledge) Key learning
Autumn 1	Self-regulation I can see myself as a valuable individual I can express my feelings and consider the feelings of others I can show resilience and perseverance in the face of a challenge	Early Years learning will be responsive to the children's needs and outcomes and will be taught throughout the year with a focus placed on those which the teacher feels requires most teaching at the time. PSED outcomes will always be a focus of continuous provision and staff will offer teachable moments as well as teach these in the moment as situations arise. Our PSED will be discretely taught each half term through our emotional literacy programme. Children will cover the units of: Amazing Me, Calm Me, Resilient Me, Actions, Words and Me, Celebrating Me, Change, Transition and Me. The order of which will be fluid based on the needs of the class as the year unfolds. Some examples in practise could be:
Autumn 2	Managing self I can manage my personal hygiene I can know and talk about the different factors that support my overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, screen time, sleep and being a safe pedestrian)	
Spring 1	Building relationships I can build constructive and respectful relationships I can think about the perspective of others	• Staff take opportunities in class to highlight a child's interests, offering constructive support and recognition of the child's personal achievements. • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children's play regularly involves sharing and cooperating with friends and other peers in different groupings. • Staff congratulate children for their demonstration of school values and express approval when children help, listen and support each other. • Have high expectations for children following instructions, with high levels of support when necessary. • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions. • Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. • Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error, not failure. • Help children to set their own goals and to achieve them. • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. • Encourage them to think about their own feelings and those of others. Give children space to calm down and return to an activity. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Use dialogic storytime (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with
Spring 2	ELG: Self-Regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	
Summer 1	• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	
Summer 2	• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

	ELG: Building Relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	challenges, explaining how the different characters feel about these challenges and overcome them. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. • Model practices that support good hygiene, such as insisting on washing hands before snack time. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. • Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. • Talk and discuss with children about exercise, healthy eating, travel safety and the importance of sleep.
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National Curriculum intent statement- Personal, Social, Health Education (PSHE inc. RSE)

Building upon our Early Years foundation, our Key Stage 1 and 2 PSHE curriculum systematically transitions children from developing a "sense of self" to understanding their place as active, responsible citizens in a diverse society.

Our PSHE, including RSHE, curriculum supports a deepening understanding of critical self-reflection, mental well-being strategies, and an understanding of healthy, respectful boundaries across both physical and digital spaces. The early foundational traits of resilience and managing frustration are mapped into a broader personal development framework. Here, pupils learn to navigate risk, challenge stereotypes, and display British values such as democracy and mutual respect.

The early years goal of making great choices, mainly during play, matures into comprehensive lifestyle and relationship choices. This empowers older pupils to make safe, independent, and ethical decisions, successfully preparing them for the complexities of life in modern Britain.

Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Physical health and wellbeing (Fun times)	
I am learning to explore foods that are associated with special times, in different cultures	I can know about some of the food and drinks associated with different celebrations and customs I can identify what makes my home life similar or different to others, including the food I eat I can understand why food eaten on special days may be different from everyday foods
I am learning to explore active playground games from around the world	I can describe how to play different active playground games I can recognise how active playground games make me feel I can make choices about which game to play, based on my feelings, likes and dislikes and what I am are good at
I am learning to explore sun-safety	I can know about some of the effects of too much sun on the body I can describe what people can do to protect their bodies from being damaged by the sun I can know what they will need and who to ask for help if they going out in strong sun
Autumn 2	
Keeping safe and managing risk (Feeling safe)	
I am learning to explore safety in familiar situations	I can recognise the difference between 'real' and 'imaginary' dangers I can understand that there are situations when secrets should not be kept I can know to tell a trusted adult if I feel unsafe
I am learning to explore personal safety	I can recognise the difference between good and bad touches I can understand there are parts of the body which are private I can know who they can go to, what to say or do if they feel unsafe or worried
I am learning to recognise people who help keep me safe outside the home	I can identify situations where I might need help I can identify people in the community who can help to keep them safe I can know how to ask for help if I need it
Spring 1	
Identity, society and equality (Me and others)	
I am learning to explore what makes myself and others special	I can recognise some of the things that make me special I can describe ways I am similar and different to others I understand that everyone has something about them that makes them special
I am learning to explore roles and responsibilities at home and school	I can identify the different roles of people at home and school I can solve simple dilemmas about taking responsibility I can explain why it is important to take responsibility at school and at home (including looking after the local environment)
I am learning to understand how to be co-operative with others	I can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom I can challenge unhelpful behaviour in a positive way I understand how my behaviour can affect others

Spring 2	
Drug, alcohol and tobacco education (What do we put into and on to bodies?)	
I am learning to explore what can go into bodies and how it can make people feel	I can recognise that different things that go into bodies can make people feel good or not so good I can identify whether a substance might be harmful to take in I can know how to ask for help if I am unsure whether something should go into the body
I am learning to explore what can go on to bodies and how it can make people feel	I can know that substances can be absorbed through the skin I can recognise that different things that people put on to bodies can make them feel good or not so good I can state some basic safety rules for things that go on to the body
Summer 1	
Mental health and emotional wellbeing (Feelings)	
I am learning to understand different types of feelings	I can name different feelings (including emotions that make me feel good and not-so good) I can recognise that people may feel differently about the same situation I can identify how different emotions look and feel in the body
I am learning to explore how to manage different feelings	I can recognise that some feelings can be stronger than others I can describe some ways of managing different feelings I can know when to ask for help
I am learning to explore change or loss and how this can feel	I can give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) I can describe how people might feel when there is a change or loss I can recognise what I can do to help myself or someone else who may be feeling unhappy
Summer 2	
Careers, financial capability and economic wellbeing (My money)	
I am learning to explore where money comes from and making choices when spending money	I can understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) I can recognise that people make choices about what to buy I can understand that I may not always be able to have all the things I want
I am learning to explore saving money and how to keep it safe	I can understand why people might want to save their money I can say how it feels to save for something I really want I can recognise where money is stored to keep it safe and that some places are safer than others
I am learning to identify the different jobs people do	I can know that there are a range of jobs that people can do I can recognise that both men and women are able to do a range of jobs I can understand that having a job means people can earn money

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Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Physical health and wellbeing (What keeps me healthy?)	
I am learning to explore eating well	I can know what a healthy diet looks like I can identify who helps me make choices about the food I eat I can know the benefits of a healthy diet (including oral health)
I am learning to understand the importance of physical activity, sleep and rest	I can describe some ways of being physically active throughout the day I can explain why it is important to rest and get enough sleep, as well as be active I can understand that an hour a day of physical activity is important for good mental and physical health
I am learning to explore how germs are spread, how we can prevent them spreading and people who help us stay healthy and well.	I can understand the roles of people who help me to stay healthy (including giving vaccinations) I can describe everyday routines to help take care of my body, including oral health I can understand how basic hygiene routines can stop the spread of disease
Autumn 2	
Mental health and emotional wellbeing (Friendship)	
I am learning to explore the importance of special people in our lives	I can identify people who are special to me and explain why I can understand what makes a good friend I can demonstrate how I show someone that I care
I am learning to explore how to make friends and who can help with friendships (on and offline)	I can understand how people might feel if they are left out or excluded from friendships I can recognise when someone needs a friend and know some ways to approach making friends I can know who they can talk to if they are worried about friendships
I am learning to understand how to solve problems that might arise with friendships (on and offline)	I can identify some ways that friendships can go wrong I can describe some ways to sort out friendship problems I can recognise that difficulties within friendships can usually be resolved
Spring 1	
Relationships and health education (Boys and girls, families)	
I am learning to understand and respect the differences and similarities between people	I can define difference and similarity I can understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that
I am learning to explore the biological differences between male and female animals and their role in the life cycle	I can know that female mammals give birth and nurse their young I can describe the biological differences between male and female I can understand that the creation of life requires a male and female
I am learning to explore the biological differences between male and female children	I can identify and name biological terms for male and female sex parts I can label the male and female sex parts with confidence I can understand that the male and female sex parts are related to reproduction
Spring 2	
Relationships and health education (Boys and girls, families)	
I am learning to explore growing from young to old and that we are growing/ changing	I can identify key stages in the human life cycle I can understand some ways I have changed since I was a baby I can understand that all living things including humans start life as babies
I am learning to explore that everybody needs to be cared for and ways in which we care for others	I can understand that we all have different needs and require different types of care I can identify ways we show care towards each other I can understand the links between needs, caring and changes throughout the life cycle
I am learning to understand about different types of family and how our home-lives are special	I can describe different types of family I can identify what is special and different about my home life I can understand that families care for each other in a variety of ways

Summer 1	
Keeping safe and managing risk (Indoors and outdoors)	
I am learning to explore keeping safe in the home, including fire safety	I can know some simple rules for keeping safe indoors, including online I can describe what to do if there is an emergency I can understand that I can take some responsibility for my own safety
I am learning to explore keeping safe online, including the benefits of going online	I can know a range of rules for keeping safe online I can describe the benefits and risks of going online I can understand how I can take some responsibility for my own online safety and where to go for help
I am learning to explore keeping safe outside	I can know some rules for keeping safe outside I can assess whether a situation is safe or unsafe I can understand the importance of always telling someone where they are going or playing
I am learning to understand about road safety	I can identify hazards in relation to road safety I can explain how to cross the road safely I can recognise that there are rules in relation to road safety for all road users
Summer 2	
Drug, alcohol and tobacco education (Medicines and me)	
I am learning to explore why medicines are taken	I can understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill I can know that medicines come in different forms I can recognise that each medicine has a specific use
I am learning to explore where medicines come from	I can know that medicines can be prescribed by a doctor or bought from a shop or pharmacy I can know when medicines might be used and who decides which medicine is used I can understand that there are alternatives to taking medicines, and when these might be helpful
I am learning to explore keeping ourselves safe around medicines	I can understand that medicines come with instructions to ensure they are used safely I can know some safety rules for using and storing medicines I can recognise that medicines can be harmful if not taken correctly

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Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Drug, alcohol and tobacco education (Tobacco is a drug)	
I am learning to explore the definition of a drug and that drugs (including medicines) can be harmful to people	I can define what is meant by the word 'drug' I can identify when a drug might be harmful I can recognise that tobacco is a drug
I am learning to explore the effects and risks of smoking tobacco and second-hand smoke	I can know the effects and risks of smoking and of secondhand smoke on the body I can express what I think are the most important benefits of remaining smoke free I can recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke
I am learning to explore the help available for people to remain smoke free or stop smoking	I can know about some of the support and medicines that people might use to help them stop smoking I can explain what I might say or do to help someone who wants to stop smoking I can understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started
Autumn 2	
Keeping safe and managing risk (Bullying - see it, say it, stop it)	
I am learning to recognise bullying (including online) and how it can make people feel	I can define 'bullying' I can define 'cyberbullying' I can identify the difference between falling out with someone and bullying I can understand how bullying can make people feel and why this is unacceptable
I am learning to explore different types of bullying and how to respond to incidents of bullying	I can name different types of bullying (including cyberbullying, racism) I can identify the different ways bullying can happen (including online) I can describe how I would respond in a range of situations relating to falling out and bullying, including how to get help
I am learning to explore what to do if I witness bullying	I can explain how to react if I witness bullying I can understand the role of bystanders and the important part they play in reducing bullying I can know how and to whom to report incidents of bullying, where to get help and support
Spring 1	
Mental health and emotional wellbeing (Strengths and challenges)	
I am learning to explore celebrating achievements and setting personal goals	I can explain how it feels to be challenged, try something new or difficult I can plan the steps required to help achieve a goal or challenge I celebrate my own and others' skills, strengths and attributes
I am learning to understand how to deal with putdowns	I can explain what is meant by a put-up or putdown and how this can affect people I can demonstrate a range of strategies for dealing with put-downs I can recognise what is special about myself
I am learning to explore positive ways to deal with set-backs	I can describe how it feels when there are set-backs I can know some positive ways to manage set-backs and how to ask for help or support I can recognise that everyone has set-backs at times, and that these cannot always be controlled
Spring 2	
Identity, society and equality (Celebrating difference)	
I am learning to value the similarities and differences between myself and others	I can know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief I can recognise that I have shared interests and experiences with others in my class as well as with people in the wider world I can understand that peers might be similar or different to each other but can play or work together
I am learning to understand what is meant by community	I can explain what being part of a community means I can recognise some of the different groups or communities I belong to and my role within them I can value and appreciate the diverse communities that exist and how they connect
I am learning to explore belonging to groups	I can identify positive and negative aspects of being a member of a group I can acknowledge that there may be times when I don't agree with others in the group I can stand up for my own point of view against opposition

Summer 1	
Careers, financial capability and economic wellbeing (Saving, spending and budgeting)	
I am learning to explore what influences people's choices about spending and saving money	I can understand how manufacturers and shops persuade us to spend money I can recognise when people are trying to pressurise me to spend their money and how this feels I can make decisions about whether something is 'value for money'
I am learning to understand how people can keep track of their money	I can keep simple records to keep track of my money I can ask simple questions about needs and wants - decide how to spend and save my money I can know the best places people can go for help about money
I am learning to explore the world of work	I can know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work I can know about a number of different jobs people do I can identify the skills and attributes needed for different jobs
Summer 2	
Physical health and wellbeing (What helps me choose?)	
I am learning to explore making healthy choices about food and drinks	I can use the Eatwell guide to help make informed choices about what I eat and drink I can describe situations when I have to make choices about my food and drink I can understand who and what, including the role of the internet, influences my choices about food and drinks
I am learning to explore how branding can affect what foods people choose to buy	I can explain why people are attracted to different brands I can compare similar products according to packaging, taste, cost and explain which I think is the best 'value for money' I can understand how this can affect what food people buy
I am learning to explore keeping active and some of the challenges of this	I can identify a range of physical activities that help mental and physical health I can evaluate the levels of physical activity in different pastimes I can identify some choices I have about how to spend my free time

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Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	
Identity, society and equality (Democracy)	
I am learning to explore Britain as a democratic society	I can understand that Britain is a democratic society and what this means I can know that there are different political parties who differ in their views I can understand that people have opportunities to influence decisions by voting in elections
I am learning to explore how laws are made	I can know how laws are made and the importance of following them I can understand the contribution and influence that individuals and organisations can have on social and environmental change I can recognise that laws help to keep people safe
I am learning to explore the local council	I can understand that the local council organises services under the guidance of the central government I can recognise there are limited resources for the needs of the community I can know that people may have different views about how council money should be spent
Autumn 2	
Drug, alcohol and tobacco education (Making choices)	
I am learning to understand there are drugs (other than medicines) that are common in everyday life, and why people choose to use them	I can be aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used I can identify why a person may choose to use or not use a drug I can state some alternatives to using drugs
I am learning to identify the effects and risks of drinking alcohol	I can know how alcohol can affect the body I can explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed I can know that there are laws and guidelines related to the consumption of alcohol
I am learning to identify different patterns of behaviour that are related to drug use	I can explain what is meant by the terms 'habit' and 'addiction' I can identify different behaviours that are related to drug use I can know where they can go for help if they are concerned about someone's use of drugs
Spring 1	
Physical health and wellbeing (What is important to me?)	
I am learning to explore why people may eat or avoid certain foods (religious, moral, cultural or health reasons)	I can explain why a person may avoid certain foods I can communicate their own personal food needs I can understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons
I am learning to explore other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)	I can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality) I can talk about my views and express my opinions on factors that affect food choice I can understand that consumers may have different views on the food they eat and how it is produced and farmed
I am learning to understand the importance of getting enough sleep	I can explain the importance of sleep for health and wellbeing I can know what can help people relax and sleep well I can recognise the impact that too much screen time can have on a person's health and wellbeing
Spring 2	
Keeping safe and managing risk (Playing safe)	
I am learning to explore how to be safe in their computer gaming habits	I can know about the age rating / classification system and understand why some games are not appropriate for children to play I can evaluate whether a computer game is suitable for them to play and explain why I can share opinions about computer games
I am learning to keep safe near roads, rail, water, building sites and around fireworks	I can identify and assess the level of risk of different activities in the local environment I can recognise that in some situations there may pressure to behave in a way that doesn't feel safe I can identify some ways to respond to unhelpful pressure
I am learning to explore what to do in an emergency and basic emergency first aid procedures	I am learning to assess what to do in an emergency I can carry out some simple first aid procedures for different needs I can demonstrate how to ask for help from a range of emergency services

Summer 1	
Relationships and health education (Growing up and changing)	
I am learning to understand the way we change and grow throughout the human lifestyle	I can identify changes throughout the human life cycle I can understand change is on-going I can understand change is individual
I am learning to explore the physical changes associated with puberty	I can define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults I can identify physical changes associated with puberty I can understand that everyone's experience of puberty is different and that it begins and ends at different times
I am learning to explore menstruation and wet dreams	I can describe menstruation and wet dreams I can explain effective methods for managing menstruation and wet dreams I can understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams
Summer 2	
Relationships and health education (Growing up and changing)	
I am learning to explore the impact of puberty on physical hygiene and strategies for managing this	I can explain how changes at puberty affect body hygiene I can describe how to care for their bodies during puberty I can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming
I am learning to understand how puberty affects emotions and behaviour and strategies for dealing with this	I can describe how feelings and behaviour change during puberty I can devise strategies for managing these changes I can understand how changes during puberty can affect relationships with other people
I am learning to answer each other's questions about puberty with confidence, to seek support and advice when they need it	I can identify sources of information, support and advice for children and young people I can use appropriate language to discuss puberty and growing up with confidence I can answer their own questions about puberty and growing up