

Objectives to be taught	Year 5	Year 6
<p><b>Families and people who care for me:</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> </ul>	<p>How families can support them to make responsible decisions about <b>SAVING MONEY</b> and making future life choices.</p>	<p><b>MY AMAZING BODY</b> looks at loving and caring partner relationships and how these are important for all families and children in society.</p>
<ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	<p>Know that parents/carers and they have a responsibility to keep themselves healthy and that too much <b>JUNK FOOD</b> is unhealthy. Discusses how <b>The NHS</b> can support parents/carers with looking after their health. Talks about what they may be <b>LEARNING</b> when spending time with the family as well as in other settings. Discusses how spending time with family is often beneficial and helps them understand that <b>YOU GET OUT OF LIFE WHAT YOU PUT IN.</b> <b>KEEPING MY BODY THE SAME</b> highlights how their body should be cared for and protected by parents/carers and to remind them who they know they can talk to if they need help.</p>	<p>Discusses how family and friends might offer useful guidance about <b>HOW TO WRITE A CV</b> to prepare them for future job and career searching.</p>
<ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	<p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> looks at differences in religion, gender, culture, relationships etc and that families all look different in their society.</p>	

<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and</li> </ul>	<p><b>RESPECTING OTHERS – BOUNDARIES AND BELIEFS</b> looks at differences in religion and culture and how families all look different in their society but that care,</p>	
<p>are important for children’s security as they grow up.</p>	<p>love and happiness in relationships are important for all families and children.</p>	
<ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</li> </ul>	<p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> looks at different types of partnerships and relationships and looks at arranged marriage, same sex partnerships, civil partnerships and marriage and how respect is essential to maintain happy relationships.</p>	<p><b>RE – Birth, Lives and Deaths unit</b> <b>All religions – inc Humanism</b> <b>SRE unit</b></p>
<ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p><b>Connect to ‘Being safe’ unit</b> Discusses how to practise <b>RESILIENCE</b> in relationships and how to keep working at them. <b>RESPECTING OTHERS – BOUNDARIES AND BELIEFS</b> looks at respecting others’ beliefs but recognising when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. <b>COMMUNICATING EFFECTIVELY</b> looks at how communication is important to stay safe.</p>	<p><b>MY AMAZING BODY</b> looks at relationships and intimacy and reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do,</p>



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<p><b>Caring friendships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p><b>YOU GET OUT OF LIFE WHAT YOU PUT IN</b> highlights how friendships can be made through being kind and by showing acts of kindness and by spending time with others. Discusses how friendships can be made and the value of <b>SUPPORTING THE COMMUNITY</b> and working alongside others with a common goal.</p>	
<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<p><b>TEAMWORK</b> discusses the qualities needed to be a good team player to work well with others and the trust involved in working as a team.</p>	
<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p><b>BODY LANGUAGE AND COMMUNICATION</b> raises awareness that some people have difficulties with understanding or communicating and that caring friends are inclusive of others.</p>	



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<ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<p><b>RESILIENCE</b> discusses how they can learn to 'bounce back' after friendship breakdowns or issues.</p> <p><b>DEALING WITH ADVERSITY</b> looks at a variety of scenarios involving friends or class mates and how to deal with situations that could pose long-lasting issues in friendships.</p> <p><b>COMMUNICATING EFFECTIVELY</b> discusses who to talk to when friendships break down or when there are problems or worries.</p> <p><b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> highlights the importance of solving issues within friendships showing that you care about others and that you have a desire to improve relationships.</p>	
<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>		<p><b>MY AMAZING BODY</b> reminds pupils who they can talk to if a relationship is making them feel afraid or uncomfortable.</p>
<p><b>Respectful relationships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p><b>DEALING WITH ADVERSITY</b> discusses a variety of scenarios highlighting differences in society and that everyone deserves respect from each other.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> talks about how society is diverse with people from different backgrounds, race, religion etc and that it is wrong to be disrespectful, intolerant or aggressive towards others who may be different to them.</p>	

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<ul style="list-style-type: none"> <li>• <i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i></li> </ul>	<p><b>DEALING WITH ADVERSITY</b> discusses scenarios where disrespect is being shown in a relationship and how to report or solve the problem.</p>	
	<p><b>RESILIENCE</b> looks at how ‘bouncing back’ and developing a mindset which tackles adverse effects on relationships might help them and others to cope better.  <b>TEAMWORK</b> looks at how working as a team in sport, in school and at work can strengthen relationships and how respect can be improved when working as a team.  <b>COMMUNICATING EFFECTIVELY</b> discusses how communication can be improved to include others and support and improve relationships.  <b>SUPPORTING THE COMMUNITY</b> looks at how getting involved in their community can lead to an improvement in relationships in the community in general.</p>	
<ul style="list-style-type: none"> <li>• <i>the conventions of courtesy and manners.</i></li> </ul>	<p><b>TEAMWORK</b> talks about how listening to others and considering their views is courteous and promotes a stronger team relationship.  <b>COMMUNICATING EFFECTIVELY</b> looks at the characteristics of good communication which involves being considerate and courteous towards others. <b>THE NHS</b> looks at courtesy and manners around those who help them in life and the respect due to them.</p>	<p><b>POWER OF NEGOTIATION</b> looks at being considerate and recognising the views, beliefs and possible limitations of others.  <b>RESPECTING OTHERS BOUNDARIES AND BELIEFS</b> looks at society as a whole and how tolerance, understanding and appreciation of difference is a demonstration of courtesy, respect and good manners.</p>
<ul style="list-style-type: none"> <li>• <i>the importance of self-respect and how this links to their own happiness.</i></li> </ul>	<p><b>RESILIENCE</b> develops the idea that a positive self-image and respect for themselves empowers them to make appropriate choices and decisions in life.</p>	<p><b>MY AMAZING BODY</b> discusses talking to those they can trust if they feel uncomfortable about a relationship that they are involved in. This is an opportunity to remind them about self-respect and feelings.</p>



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<p>• <i>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.</i></p>	<p><b>TEAMWORK</b> looks at working as a team in sport, at school or in a job and how positions of authority need to be respected and listened to and how communication in the team is important for relationships.</p> <p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> reminds them that they live in a society where there are diverse cultures, religions, race, opinions etc and that they should treat others with the respect that they would wish to receive themselves.</p> <p><b>THE NHS</b> looks at how this supports them in life and how respect is an expectation if they are to continue to receive care from any medical professionals.</p>	<p><b>THE GOVERNMENT</b> discusses how they have a right to make their own decisions but must be mindful that the Government believes that the decisions they make will be their own responsibility. This includes how they treat others and they are expected to maintain respectful relationships with those in authority and wider society otherwise they risk breaking the law.</p>
	<p><b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> talks about how they treat others and the relationships that they make will have an impact on their life and happiness.</p>	



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<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><b>DEALING WITH ADVERSITY</b> presents scenarios where bullying, teasing or pressure are present and what this looks and feels like. It looks at how bystanders have a duty to report bullying to an adult and how bullying can affect mental health.</p> <p><b>RESILIENCE</b> reminds them to remember what is right and wrong and to build the confidence to stand up to bullying and pressure that is forcing them to choose to do things that they know are wrong.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b></p> <p>looks at how society is diverse and how tolerance and understanding of others is essential. It talks about how bullying or pressuring others is wrong and may break the law.</p> <p><b>THE DIGITAL WORLD</b> reminds pupils of internet rules and the use of social media and its age restrictions.</p>	<p><b>THE LAW</b> reminds pupils that standing by and watching bullying, aggression or negative behaviour is wrong and that this can be punishable by law if the bystander does nothing to help.</p>
<p>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p><b>DEALING WITH ADVERSITY</b> allows for discussion about how to cope with negativity from others and where to get help.</p> <p><b>RESILIENCE</b> discusses how there will be times in life when unkind or unfair comments or actions may be made to them and that learning to deal with this situation, find help and 'bounce back' is essential for well-being.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b></p> <p>looks at how disrespecting the boundaries and beliefs of others and holding stereotypical views of others may be damaging and affect their health and well-being.</p>	<p><b>THE LAW</b> talks about how treating others unfairly can be breaking the law in some cases.</p>





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<ul style="list-style-type: none"> <li>• the importance of permissionseeking and giving in relationships with friends, peers and adults.</li> </ul>		
<p><b>Online relationships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario where an online invitation to meet has been made and to discuss what to do. <b>COMMUNICATING EFFECTIVELY</b> talks about how online relationships may want them to buy, do or ‘post’ something that is not genuine or safe. <b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> allows for discussion around pressure from online contacts to do, say or act in a way that they know is wrong. <b>THE DIGITAL WORLD</b> reminds them of internet rules and how they can be sure that contacts that they make online are genuine.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</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><b>DEALING WITH ADVERSITY</b> looks at scenarios involving negative digital communication and how to cope, report it, talk to a trusted adult and deal with these.</p> <p><b>COMMUNICATING EFFECTIVELY</b> reminds pupils that posting unkind or negative comments about others is wrong and that what they say may cause damage to the health and well-being of others.</p> <p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> allows for the opportunity to discuss how we treat others with respect in society and should continue to do this online or digitally.</p> <p><b>THE DIGITAL WORLD</b> reminds them of ‘netiquette’ and the rules around using the internet.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</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><b>DEALING WITH ADVERSITY</b> looks at a scenario which prompts a discussion around online safety and risks.</p> <p><b>COMMUNICATING EFFECTIVELY</b> looks at how they can report or talk to someone they trust about an online contact that is causing them to worry.</p> <p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</p>	<p><b>THE LAW</b> looks at what to do in a scenario where threatening digital messages are being sent to them.</p>
	<p><b>THE DIGITAL WORLD</b> reminds them of ‘netiquette’ and the rules around using the internet and age limits of social media platforms.</p>	

<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario which prompts a discussion around online safety and risks. <b>COMMUNICATING EFFECTIVELY</b> raises awareness of what they are being asked to post online by strangers. <b>THE DIGITAL WORLD</b> reminds them of 'netiquette' and the rules around using the internet and reporting abuse, bullying, harassment, trolling or pressure.</p> <p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> looks at critically examining what they are seeing and being asked to do or say online and how this could present risks. It reminds them who to speak to about concerns.</p>	
<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>	<p><b>DEALING WITH ADVERSITY</b> looks at scenarios where content has been posted online, what can be done about the content and how this content can be negative or damaging.</p> <p><b>COMMUNICATING EFFECTIVELY</b> looks at how once information is posted then it can remain in the public domain and affect future jobs or relationships.</p>	<p><b>THE LAW</b> provides the opportunity to discuss the law around data and information that is shared online and digitally and the relevance of Terms and Conditions and reading these.</p>
<p><b>Being safe</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b> discusses respecting others and their beliefs and customs. It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p>	<p><b>THE LAW</b> looks at scenarios involving friends that may be harmful to their well-being and how these may need to be reported to the police.</p>

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<ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p><b>RESPECTING OTHERS BOUNDARIES AND BELIEFS</b> talks about diversity of culture, race, religion etc in society It talks about sharing information they know or find out about with a trusted adult to keep them and others safe.</p> <p><b>KEEPING MY BODY THE SAME</b> talks about secrets and ones that may be harmful and that need to be reported.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p>
<ul style="list-style-type: none"> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> discusses that society has diverse beliefs and customs but that practices which break the law or that are unsafe must be reported.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them that their body belongs to them and that nobody has the right to touch, change or harm their body.</p>	
<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>		<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p>
<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p><b>COMMUNICATING EFFECTIVELY</b> reminds them how they can report feelings about their safety and wellbeing.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them that they need to report bad feelings or feelings of being unsafe to others that they can trust.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these substances or if they feel unsafe or are offered these.</p>

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<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<p><b>COMMUNICATING EFFECTIVELY</b> discusses the different ways that we can communicate our worries or concerns to others.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them to keep trying to get help from someone they trust if they are worried or concerned about their well-being or others.</p>	<p><b>THE LAW</b> discusses how it is there to protect them and keep them safe and that some issues may need to be reported to the police.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these or if they feel unsafe or are offered these. It reminds them to keep talking to somebody about their concerns until they are heard.</p>
<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<p><b>COMMUNICATING EFFECTIVELY</b> talks about the variety of ways that they can get their message heard by others if they are feeling unsafe.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police.</p>
<ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>COMMUNICATING EFFECTIVELY</b> reminds them who they can talk to if they are feeling concerned or worried.</p> <p><b>KEEPING MY BODY THE SAME</b> reminds them about who they can talk to if they are worried or afraid about their safety or that of others.</p>	<p><b>THE LAW</b> discusses how laws are there to protect them and keep them safe and that some issues may need to be reported to the police. Talking to a trusted adult about this is helpful.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at how they can get help if they are worried about others who are using these or if they feel unsafe or if they are offered these. It talks about how the emergency services can help in an emergency involving these substances.</p>
<p><b>Physical Health and Mental Well Being</b></p>		
<p><b>Mental wellbeing</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>		<p><b>ORGANISATION OF LIFE</b> talks about how being prepared and organised reduces stress and the effects on mental health.</p>

<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	<p><b>MY BODY CHANGES</b> allows for discussion around mood swings in puberty.</p>	<p><b>MY AMAZING BODY</b> allows for discussion around different feelings and emotions around puberty, growing up and relationships.</p>
<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p><b>BODY LANGUAGE AND COMMUNICATION</b> highlights that there are various ways of communicating feelings and emotions to send messages to others. <b>COMMUNICATING EFFECTIVELY</b> discusses various ways of communicating to others and how to take care when expressing themselves online or digitally.</p>	
<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p><b>RESILIENCE</b> talks about how to recognise bullying, teasing and unkindness and to know that this is wrong. It talks about how to learn to manage this, report it and stand up to it.</p>	
<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness.</li> </ul>	<p><b>SUPPORTING THE COMMUNITY</b> looks at how supporting others and the community is beneficial for their wellbeing, mental and physical health and that of others. <b>YOU GET OUT WHAT YOU PUT INTO LIFE</b> looks at the importance of supporting the community and putting effort into projects, events and the environment around you to promote personal well-being.</p>	
<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>YOU PUT INTO LIFE</b> looks at the importance of family and friends and spending time with them to improve their mental health. <b>THE DIGITAL WORLD</b> looks at screens, digital devices and social media and how too much time spent</p>	

	<p><i>on this could cause damage to their relationship and health.</i></p>	
<ul style="list-style-type: none"> <li><i>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i></li> </ul>		
<ul style="list-style-type: none"> <li><i>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i></li> </ul>	<p><b>RESPECTING OTHERS - BOUNDARIES AND BELIEFS</b>  <i>talks about understanding that there are a variety of different cultures, religions etc in society and that bullying or disrespect may be breaking the law and damaging to well-being.</i></p> <p><b>DEALING WITH ADVERSITY</b> looks at scenarios and allows for discussion about what they would do in this situation and how the situation could be damaging to well-being.</p>	
<ul style="list-style-type: none"> <li><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).</i></li> </ul>	<p><b>KEEPING MY BODY SAFE</b> looks at how to recognise that support may be needed either before or after FGM for themselves or others.</p>	

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<ul style="list-style-type: none"> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>		<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about recognising how they or others they know may be addicted to these substances and how they can be helped with these addictions.</p>
<p><b>Internet safety and harms</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> </ul>	<p><b>LEARNING</b> looks at the different ways that we learn and how the internet is part of our everyday learning. <b>COMMUNICATING EFFECTIVELY</b> discusses the various forms of communication that they use including digital communication. <b>SUPPORTING THE COMMUNITY</b> allows for discussion around how to find out about how they can help the community online.</p>	
<ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	<p><b>THE DIGITAL WORLD</b> looks at how technology can improve communication for everyone.</p> <p><b>THE DIGITAL WORLD</b> reminds them to keep posts positive that they make online and digitally.</p>	



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<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	<p><b>COMMUNICATING EFFECTIVELY</b> looks at communicating with others in the way that they would expect to be treated themselves.</p> <p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> allows for discussion around believing information or carrying out requests made online or digitally that they know are wrong or may break the law.</p> <p><b>THE DIGITAL WORLD</b> talks about internet safety rules and how to treat those they speak to online or digitally.</p>	<p><b>THE LAW</b> looks at a scenario involving text messaging and knowing what to do if they receive threatening, abusive or concerning digital posts.</p>
<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<p><b>THE DIGITAL WORLD</b> reminds them about the age limits on social media platforms.</p>	<p><b>THE LAW</b> allows for discussion around the age limits placed on computer games, social media platforms and online information and how the law can be broken by using these if they are underage.</p>
<ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<p><b>RESPECTING OTHERS -BOUNDARIES AND BELIEFS</b> allows for discussion about the beliefs of others and how they may be expressed online and what to do if they know this information is threatening or harmful.</p> <p><b>THE DIGITAL WORLD</b> reminds them about internet rules.</p>	
<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p><b>THE DIGITAL WORLD</b> reminds them to be truthful online and allows for discussion around checking that what they receive or read is a fact.</p>	
<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p><b>DEALING WITH ADVERSITY</b> looks at a scenario involving texting and looks at what to do if they feel afraid, unsafe or uncomfortable about anything that has been posted.</p>	<p><b>THE LAW</b> allows for discussion about how to get support if they feel that a law has been broken or that they have seen something that concerns them online or digitally.</p>



## PSHE LifeWise Progression of Skills – UKS2

	<b>THE DIGITAL WORLD</b> reminds them where to get help if they need this around any communication they have received online or digitally.	
<p><b>Physical health and fitness</b> Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<b>THE HUMAN BODY</b> looks at how our bodies are not designed to be inactive for long periods of time.	
<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	<b>THE HUMAN BODY</b> looks at how they can improve their physical activity in a variety of ways.	
<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<b>THE HUMAN BODY</b> looks at striking a balance between activity and inactivity and how being inactive for long periods of time can be damaging to health.	
<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<b>THE HUMAN BODY</b> looks at who they can talk to for support with increasing their activity, improving their diet or getting fit.	



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<p><b>Healthy eating</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p><b>JUNK FOOD</b> looks at what is classed as junk food and the nutritional content of some junk food that people like to eat. <b>NUTRITIONAL VALUES</b> looks at what nutrients are and discusses eating habits. <b>THE HUMAN BODY</b> looks at how different nutrients are important for the health of our bodies and their organs. <b>THE NHS</b> discusses how looking after our bodies and eating healthily will enable us to live healthier lives without relying on the services of the NHS.</p>	
<ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> </ul>	<p><b>JUNK FOOD</b> looks at the foods they are eating and how they can take more responsibility for what they eat. It looks at working together as a family to improve food choices.</p>	
	<p><b>NUTRITIONAL VALUES</b> looks at different diets, different cultures and ingredients and how the importance of a balanced diet is paramount for whatever they eat. <b>THE HUMAN BODY</b> looks at their responsibility to choose foods wisely and eat healthily. <b>THE NHS</b> looks at how eating healthily keeps our bodies and minds fitter and diminishes the reliance on the NHS for health care.</p>	



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<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p><b>JUNK FOOD</b> discusses the health risks of eating too much junk food. It encourages pupils to design an information poster, warning others about junk food. It discusses Diabetes and how eating healthily can help with this disease.</p> <p><b>NUTRITIONAL VALUES</b> looks at being increasingly responsible for what they eat and making the right food choices.</p> <p><b>THE HUMAN BODY</b> discusses peer pressure and influences on their eating habits and the risks these bring.</p> <p><b>THE NHS</b> discusses how unhealthy food choices causes risks and damage to our bodies and may then result in additional help needed from the NHS.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> discusses the negatives of smoking, alcohol and drugs including overuse of prescription medicines on their bodies.</p>
<p><b>Drugs, alcohol and tobacco</b> Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p><b>THE NHS</b> looks at how habits and addictions to drugs, alcohol and tobacco can put additional strain on the NHS and that they are responsible for looking after their bodies to keep them healthy.</p>	<p><b>LAW</b> looks at how smoking, drinking and drug taking can lead to anti-social behaviour, crime and breaking the law.</p> <p><b>DRUGS, ALCOHOL AND SMOKING</b> looks at what drugs are and looks at the ‘positives’ and negatives of smoking, drinking alcohol and drug taking. It looks at the effects they have on the body and the risks associated with these. It discusses how to get help for themselves or others if they are concerned about their health or behaviour.</p>
<p><b>Health and prevention</b> Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>	<p><b>NUTRITIONAL VALUES</b> allows for discussion about what happens to the body if it gets too much or too little of particular nutrients.</p> <p><b>JUNK FOOD</b> allows for discussion about concerns about their health or that of others because of poor diet choices.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about how these can affect the body and cause body changes.</p>

	<p><b>THE HUMAN BODY</b> looks at the effects on the body of not eating a balanced diet and illnesses and diseases that this may cause.</p> <p><b>THE NHS</b> provides an opportunity to remind them that they are there to help them and get support if they are concerned about their health.</p>	
<ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>		
<ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>		<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about drugs being used to help with sleep. It discusses that these can become addictive.</p>
<ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<p><b>JUNK FOOD</b> looks at how poor food choices can accelerate tooth decay.</p> <p><b>THE NHS</b> discusses the importance of visiting the dentist regularly and knowing that check-ups are free on the NHS for children.</p>	<p><b>DRUGS, ALCOHOL AND SMOKING</b> talks about the effects of smoking on your teeth.</p>
<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p><b>THE NHS</b> discusses the importance of washing their hands to keep bacteria and infections under control, especially when visiting hospitals or care facilities.</p>	



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<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p><b>NUTRITIONAL VALUES</b> allows for discussion around food allergies and what to do if someone has eaten something that causes an adverse reaction.</p> <p><b>JUNK FOOD</b> allows for discussion about how junk food can be cooked, prepared or sold and food allergies may not be considered in these processes.</p> <p><b>THE NHS</b> provides an opportunity to discuss immunisation against diseases and how the NHS provides these for free.</p>	
<p><b>Basic first aid</b> Pupils should know:</p>	<p><b>THE NHS</b> reminds them that 999 is for the Emergency Services and that 111 is the NHS Helpline that they can use for less urgent medical situations or advice.</p>	
<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>		
<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>		
<p><b>Changing adolescent body</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<p><b>MY BODY CHANGES</b> talks about how the male and female bodies change during puberty. It discusses mood swings and emotions.</p> <p><b>KEEPING MY BODY THE SAME</b> talks about the expected changes that puberty will make to the body and how other body changes need to be questioned.</p>	
<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p><b>MY BODY CHANGES</b> discusses personal hygiene, the menstrual cycle in detail and the key facts about why this happens. It discusses who they can talk to.</p>	