Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

Progression of Knowledge and Skills - PSHE

Term	Knowledge	Skills
Nursery (following the Development Matters)		
Autumn	**Topics: Nursery rhymes and Space / Christmas** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,	
	Knowledge and skills: • 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. • Develop their sense of responsibility and membership of a community.	
Spring	**Topics: The Artic and Antartic and Dinosaurs** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,	
	Knowledge and skills Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.	
Summer	**Topics: Traditional tales and Seaside / pirates** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,	
	Knowledge and skills: Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or	

	'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing
Reception (following Early Learning Goals)	
Autumn	**Topics: All about me and Celebrations** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,
	Knowledge and skills: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
Spring	**Topic question: Journeys and Transport** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,
	Knowledge and skills: 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.
Summer	**Topic question: Narratives / Colour and Farms / Growth** **Key vocabulary:** Kind words, feelings, rules, listening, share, taking turns, respects, looking after, helping,
	Knowledge and skills: 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.
Year 1	
Autumn 1	**Topic question:** Who helps to keep us safe?

<table>
<tr><td><u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Key vocabulary: Doctors, nurses, police, uniform, 999, emergencies, strangers.</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

Recognising that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people. Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.

Knowing how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</td><td><u>Skills</u>
Health and Wellbeing

Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them.</td></tr>
<tr><td>Autumn 2
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: What helps us to stay healthy?

Key vocabulary: healthy, unhealthy, exercise, medicine,</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

Understanding what being healthy means, who helps us stay healthy and how being healthy helps our well being.
Recognising the importance of immunisations and vaccinations and how to keep germs away and some people need regular medication to stay healthy.</td><td><u>Skills</u>
Health and Wellbeing

Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.

They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.</td></tr>
<tr><td>Spring 1
<u>Developing good relationships and respecting</u></td><td colspan="2">Topic question: What is the same and different about us?

Key vocabulary: same, different, equal, special, unique, likes, dislikes</td></tr>
<tr><td></td><td><u>Knowledge</u>
Relationships

Understanding that everyone is unique and individual and has special qualities
Recognising that differences make us special.</td><td><u>Skills</u>
Relationships

They can identify and respect differences and similarities between people.</td></tr>
<tr><td>Spring 2
<u>Developing good relationships and respecting</u></td><td colspan="2">Topic question: Who is special to us?

Key vocabulary: special, trusted adult, love, relationship, caring, friendship.</td></tr>
<tr><td></td><td><u>Knowledge</u>
Relationships</td><td><u>Skills</u>
Relationships</td></tr>
</table>

	Understanding that family is one of the groups we belong to, as well as, for example, school, friends, clubs and what people who are special to us do to make us feel loved and cared for. Recognising that it is important to tell someone (such as a trusted adult) if something about my family makes me feel unhappy or worried	They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). Children understand they belong to various groups and communities (family, school, faith).
Summer 1 **Living in the Wider World and being a responsible person.**	**Topic question:** What can we do with money? **Key vocabulary:** money, possessions, belonging, receipt, choice, professions	
	Knowledge Living in the wider world Understand what money is and that it comes in different forms, how it is obtained - earned, won, borrowed, gifted. That people make choices about what to do with money. Recognising the difference between wants and needs and to know that people may not always be able to have the things they want.	**Skills** Living in the wider world Children understand they belong to various groups and communities (family, school, faith).
Summer 2 **Living in the Wider World and being a responsible person.**	**Topic question:** How can we look after each other and the world? **Key vocabulary:** Responsibility, respect, behaviour, care, vulnerable	
	Knowledge Living in the wider world Understanding what kind and unkind behaviours are and how it can affect others. How to be polite, courteous, play and work cooperatively. Understanding how people and animals need to be cared for and looked after and what can harm the local and global environment and how they and others can help care for it.	**Skills** Living in the wider world They can recognise what improves and harms their local, natural and built environments and some of the ways people look after them.
Year 2		
Autumn 1	**Topic question:** How do we recognise our feelings?	

<table>
<tr><td><u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Key vocabulary: feelings, body language</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing
Recognising and describing different feelings in themselves and in others and understanding that people may have different feelings and that feelings can change.
Learning about ‘big’ feelings and how we can manage them.</td><td><u>Skills</u>
Health and Wellbeing
Children recognise they share a responsibility for keeping themselves and others safe.</td></tr>
<tr><td>Autumn 2
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: What helps us to stay safe?

Key vocabulary: Rules, restrictions, risks, online safety</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

Understand that rules help us to stay safe and to know what to do if you don’t feel safe. Recognising risks and unsafe situations in the home and outside.
Understand how to stay safe online and to know how to resist pressure in situations that make you feel unsafe or uncomfortable and when to tell a secret.</td><td><u>Skills</u>
Health and Wellbeing

Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</td></tr>
<tr><td>Spring 1
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: What helps us to stay and grow healthy?

Key vocabulary: Diet, physical activity, exercise, rest, sleep, sunshine</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

Recognising that different things help their bodies to be healthy, including food and drink, physical activity, sleep, dental health and rest.

Understanding how to keep safe in the sunshine and how diseases are spread.</td><td><u>Skills</u>
Health and Wellbeing

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).

They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</td></tr>
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<table>
<tr><td>Spring 2
<u>Developing good relationships and respecting</u></td><td colspan="2">Topic question: What makes a good friend?

Key vocabulary: Friendship; feeling lonely; managing arguments</td></tr>
<tr><td></td><td><u>Knowledge</u>
Relationships

Understand how to make friends with others and how to recognise when they feel lonely and what they could do about it.
Understand how to resolve arguments that can occur in friendships and how to ask for help if a friendship is making them unhappy.</td><td><u>Skills</u>
Relationships

Share their opinions on things that matter to them with one other person/class.
Children communicate their feelings to others, to recognise how others show feelings and how to respond.</td></tr>
<tr><td>Summer 1
<u>Developing good relationships and respecting</u></td><td colspan="2">Topic question: What is bullying?

Key vocabulary: Loneliness, Friendship; feeling lonely; managing arguments</td></tr>
<tr><td></td><td><u>Knowledge</u>
Relationships

Understanding the feelings we have if someone is friendly/unfriendly to you?
Recognising what bullying is and how to deal with it.</td><td><u>Skills</u>
Relationships

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

To offer constructive support/feedback to others.</td></tr>
<tr><td>Summer 2
<u>Living in the Wider World and being a responsible person.</u></td><td colspan="2">Topic question: What jobs do people do?

Key vocabulary: job, career, skills, digital devices, internet.</td></tr>
<tr><td></td><td><u>Knowledge</u>
Living in the wider world
Understanding what jobs are and the skills that are needed. Recognising how people get a job and why the internet is very important for many people to complete their jobs.</td><td><u>Skills</u>
Living in the wider world
Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving).

They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices).

Children understand there are a wide range of jobs and challenge gender stereotypes about careers.</td></tr>
<tr><td colspan="3">Year 3</td></tr>
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<table>
<tr><td>Autumn 1
<u>Developing good relationships and respecting</u></td><td colspan="2">Topic question: How can we be a good friend?

Key vocabulary: Friendship; making positive friendships,managing loneliness, dealing with arguments</td></tr>
<tr><td></td><td><u>Knowledge</u>
Relationships
Exploring what makes a positive, healthy relationship, how to listen and respond respectfully to a wide range of people who may have a different point of view.

Understanding how to solve disputes and conflict amongst themselves and their peers.</td><td><u>Skills</u>
Relationships
Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.

Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help.

The concept of ‘keeping something confidential or secret’ when we should or shouldn’t agree to this/ when it is right to ‘break a confidence’ or ‘share a secret’.</td></tr>
<tr><td>Autumn 2
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: What keeps us safe?

Key vocabulary: responsibility, personal hygiene, vaccinations, medication, online safety</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

To explore how to keep safe in the local environment, online and in the home by managing risks. Also, where to get help in an emergency</td><td><u>Skills</u>
Health and Wellbeing

Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.

They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</td></tr>
<tr><td>Spring 1
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: Why should we keep active and sleep well?

Key vocabulary: exercise, physical activity, choices, balanced diet.</td></tr>
<tr><td></td><td><u>Knowledge</u>
Health and Wellbeing

Understand how regular physical activity, a balanced diet, and a sleep routine benefits bodies and feelings.</td><td><u>Skills</u>
Health and Wellbeing

They can identify some factors that affect emotional health and well-being (for</td></tr>
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		example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
Spring 2 **Developing a healthier and safer lifestyle.**	**Topic question:** Why should we eat well and look after our teeth? **Key vocabulary:** Being healthy: eating well, dental care	
	Knowledge Health and Wellbeing To know what makes a balanced lifestyle including good oral hygiene and the impact of too much sugar in a diet. Understand that people make choices about what they eat, drink and live their lifestyle.	**Skills** Health and Wellbeing Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
Summer 1 **Developing good relationships and respecting**	**Topic question:** What are families like? **Key vocabulary:** families, support, care, celebrate, relationships	
	Knowledge Relationships Explore the importance of family and discuss the different ways families love, care and support us. Understand how we can show support and care for our families.	**Skills** Relationships Children can respond appropriately to a wider range of feelings in others.
Summer 2	**Topic question:** What makes a community? **Key vocabulary:** Friendship, faith, diversity, clubs, school,	
Living in the Wider World and being a responsible person.	**Knowledge** Living in the wider world Understand how we belong to different groups and a diverse community. Look at different communities in the local area and how it helps everyone feel included and valued.	**Skills** Living in the wider world. Children understand what being part of a community means, and about local and national intuitions that support communities. Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).

		Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.
Year 4		
Autumn 1 **Developing a healthier and safer lifestyle.**	**Topic question:** How can we manage our feelings? **Key vocabulary:** Feelings and emotions; expression of feelings; behaviour.	
	Knowledge Health and Wellbeing Understanding how everyday things affect feelings, how feelings can change and be experienced at different levels of intensity? Recognising how to access advice and manage their own or other's feelings and understanding how to manage feelings of loss and grief.	**Skills** Health and Wellbeing They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).
Autumn 2 **Developing a healthier and safer lifestyle.**	**Topic question:** What strengths, skills and interests do we have? **Key vocabulary:** Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	
	Knowledge Health and Wellbeing Learning about skills, qualities, interests and personal achievements. Understanding what self-esteem is and how it can be affected	**Skills** Health and Wellbeing Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.
Spring 1 **Developing a healthier and safer lifestyle.**	**Topic question:** How can we manage risk in different places? **Key vocabulary:** Keeping safe; out and about; recognising and managing risk	
	Knowledge Health and Wellbeing Identifying how we can stay safe in the local environment and less familiar locations. Also, to discuss the potential influences peers can have on your actions	**Skills** Health and Wellbeing They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can list the commonly available substances and drugs that are legal and

<table>
<tr><td></td><td>What rules, restrictions and laws exist to help people keep safe.</td><td>illegal, and can describe some of the effects and risks of these.</td></tr>
<tr><td rowspan="2">Spring 2
<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: How do we grow and change?

Key vocabulary: puberty, change, grow, mature, child, teenage, adult, hormones, penis,testicles, breasts, pubic hair, menstruation, menstrual cycle, period, blood, pads, tampons</td></tr>
<tr><td><u>Knowledge</u>
Health and Wellbeing

Understanding the physical changes that happen during puberty including the importance of personal hygiene and emotional changes.</td><td><u>Skills</u>
Health and Wellbeing

They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</td></tr>
<tr><td rowspan="2">Summer 1

<u>Developing good relationships and respecting the differences between people</u></td><td colspan="2">Topic question: How do we treat each other with respect?

Key vocabulary: politeness, behaviour, consequences</td></tr>
<tr><td><u>Knowledge</u>
Relationships

Demonstrating polite behaviours and consequences of our actions.
Understanding the difference between rights that every child has and responsibilities.

The different forms of discrimination and unwanted or aggressive behaviours.</td><td><u>Skills</u>
Relationships
They can recognise and discuss the importance of relationships to marriage, parenthood and family life.</td></tr>
<tr><td rowspan="2">Summer 2
<u>Living in the Wider World and being a responsible person</u></td><td colspan="2">Topic question: How can our choices make a difference to others and the environment?

Key vocabulary: protecting the environment, threats, positive impact, compassion, responsibilities</td></tr>
<tr><td><u>Knowledge</u>
_Living in the wider world.
Understanding the responsibility we have to protect the environment and how everyday choices can impact the environment.

Understand which actions can show compassion to others.</td><td><u>Skills</u>
Living in the wider world.
Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

Resolve differences by looking at alternatives, seeing and respecting others’</td></tr>
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		point of view, making decisions and explaining choices. They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Children can realise the consequences of anti - social behaviour and aggressive behaviours (bullying discrimination on individuals/communities).
Year 5		
Autumn 1 **Developing a healthier and safer lifestyle.**	**Topic question:** What makes up a person's identity? **Key vocabulary:** Similarities, differences, identity, factors, stereotypes, attitudes, equality, racial equality.	
	Knowledge: Health and Wellbeing Recognise and respect similarities and differences between people and what they have in common with others. How individuality and personal qualities make up someone's identity. Understanding what stereotypes are and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. Understanding what equality is.	**Skills:** Health and Wellbeing Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves. They can talk about the importance of protecting personal information (passwords/images). Recognise when and how to ask for help (including outside organsations).
Autumn 2 **Developing good relationships and respecting the differences between people**	**Topic question:** How can friends communicate safely? **Key vocabulary:** Relationship, social media, communication, consent	
	Knowledge: Relationships Recognising the different types of relationships people have in their lives To identify the benefits and risks of social media, the dangers of sharing personal information and support	**Skills:** Relationships Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

<table>
<tr><td></td><td>offered to children if they feel unsafe or uncomfortable.</td><td>Children will identify differences between male and female. Identify how people change and grow and what makes us special.

They will explore and discuss different types of relationships.</td></tr>
<tr><td rowspan="2">Spring 1
Developing a healthier and safer lifestyle.</td><td colspan="2">Topic question: How can we help in an accident or an emergency?

Key vocabulary: Safety, dangers, injuries, support, first aid</td></tr>
<tr><td>Knowledge:
Health and Wellbeing

To understand appropriate first aid for different reasons including choking, burns, cuts or allergic reactions and the importance of seeking adult help.

The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</td><td>Skills:
Health and Wellbeing

Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones).

They can recognise their increasing independence brings increased responsibility to keep themselves and others safe</td></tr>
<tr><td rowspan="2">Spring 2
Living in the Wider World and being a responsible person.</td><td colspan="2">Topic question: What decisions can people make with money?

Key vocabulary: Money; making decisions; spending and saving</td></tr>
<tr><td>Knowledge

Living in the Wider World
Identify the difference between needs and wants when discussing money including what choices can be made when paying for items.

Understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions and how people make decisions about spending and saving money and what influences them.</td><td>.Skills:

Living in the Wider World
Children can demonstrate the role money plays in their/other’s lives (how to manage and be a critical consumer).

Develop an understanding of the concepts of interest, loan, debt and tax (VAT).</td></tr>
<tr><td rowspan="2">Summer 1
Developing a healthier and safer lifestyle.</td><td colspan="2">Topic question: How can drugs common to everyday life affect health?

Key vocabulary: Alcohol, caffeine, legal drugs, tobacco, laws, influence</td></tr>
<tr><td>Knowledge:
Health and Wellbeing</td><td>Skills:
Health and Wellbeing</td></tr>
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	To recognise the impact of drugs on the way our bodies function and to know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. How laws surrounding the use of drugs exist to protect everyone and to know that for some people, drug use can become a habit which is difficult to break.	They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread. Recognise when and how to ask for help (including outside organisations).
Summer 2 **Living in the Wider World and being a responsible person.**	**Topic question:** What jobs would we like? **Key vocabulary:** Careers; aspirations; role models; the future Qualities, strengths, goal, goal setting, achieve, challenge, qualification	
	Knowledge: **Living in the Wider World** Understand about the skills, attributes, qualifications and training needed for different jobs and what influences people's decisions in choosing their career. Understanding how to question and challenge stereotypes about the types of jobs people can do.	**Skills:** **Living in the Wider World** Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Chn will appreciate the need for personal safety issues when using the Internet . They will be aware of internet dangers and what children can do to keep themselves and others safe .
Year 6		
Autumn **Living in the Wider World and being a responsible person.**	**Topic question:** How can the media influence people? **Key vocabulary:** news, trust, truthful, balanced, fair, consent, reliable	
	Knowledge: To understand the purpose of news, how it is produced and how news stories can affect feelings and emotions. Recognising what fake news is, the consequences and if the ability to question if it is trustworthy.	**Skills:** Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise' and skills that make someone enterprising. Children can explore and critique how the media present information.

<table>
<tr><td></td><td></td><td></td></tr>
<tr><td>Spring
<u>Developing good relationships and respecting the differences between people</u></td><td colspan="2">Topic question: How do friendships change as we grow?
What will change as we become more independent?

Key vocabulary: Puberty, consent, healthy relationships, reproduction, thoughts, feelings, behaviour, cognitive influence, impact, affect, link, reaction, positive, negative, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance.</td></tr>
<tr><td></td><td>Knowledge:
To understand more about the changes that happen at puberty, what is a healthy, positive relationship and that relationships can change over time. Understanding what human reproduction is.

To recognise, talk about, manage feelings and challenges about starting secondary school and positive ways to manage our changing and developing friendships.</td><td>Skills:
Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.

They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).

Children will be able to identify the emotional and physical changes that take place during puberty.

They will be able to identify positive relationships and how babies are made.

Chn will be able to explain how a baby develops in the womb during pregnancy and how they are born.

They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty.

Be able to discuss images and pressures on young adults.</td></tr>
<tr><td>Summer

<u>Developing a healthier and safer lifestyle.</u></td><td colspan="2">Topic question: How can we keep healthy as we grow?

Key vocabulary: influences, choices, thoughts, health, wellbeing, attitude, positive affirmations, balanced diet, aspirations, mental health, emotions, moods.</td></tr>
<tr><td></td><td>Knowledge
To understand how mental and physical health are linked, the importance of a healthy, balanced lifestyle including, diet, dental health and sleep. Recognising the risks and effects of legal and illegal substances.</td><td>Skills
Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</td></tr>
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	Feelings and common anxieties pupils face when starting key stage 3/moving to secondary school and different ways of achieving and celebrating personal goals.	Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). Children recognise they share a responsibility for keeping themselves and others safe. They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.