

## PHYSICAL, SOCIAL, HEALTH & ECONOMIC – CP

### HEALTH AND WELL-BEING

#### Pupils learn:

- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- that household products, including medicines, can be harmful if not used properly
- rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- what is meant by 'privacy', their right to keep things 'private'; the importance of respecting others' privacy.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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.
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.

### RELATIONSHIPS

#### Pupils learn:

- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to share their opinions on things that matter to them and explain their views through

discussions with one other person and the whole class

- to offer constructive support and feedback to others
- to identify and respect the differences and similarities between people
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.
- about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- what sorts of boundaries are appropriate in friendships with peers and others.
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- where to get advice e.g., family, school and/or other sources
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## LIVING IN THE WIDER WORLD

### Pupils learn:

- how they can contribute to the life of the classroom and school
- to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- the conventions of courtesy and manners.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- how to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.