



3

PSHE and RSE overview

Key concepts

Family and Relationships



Health and Wellbeing



Safety and the Changing Body



Citizenship



Economic Wellbeing



Identity



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

| EYFS | Autumn | Spring | Summer |
|--|---|---|---|
| <p>Personal, social and emotional</p> | <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Throughout the academic year children will:</p> <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others •Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> •Identify and moderate their own feelings socially and emotionally •Manage their own needs. •Think about the perspectives of others. | | |
| <p>PSHE</p> | <p>Being Me and Celebrating Difference! Children will begin to build friendships with their peers and build positive relationships with the adults in the room. Children will learn to share and cooperate with one another. Children will recognise and manage their own feelings using our Colour Monster display daily to discuss emotions. Children will understand ways that their friends and adults are different and similar and that being different is celebrated. Children will understand the importance of listening to others by playing a range of listening games to develop our skills.</p> <p>KAPOW Units:</p> <ul style="list-style-type: none"> • My feelings. • My friends and family. • Listening and following instructions (respectful). <p>Linked Stories: Super Duper You. The Colour Monster. Have you filled a bucket today?</p> | <p>Healthy Me and Dreaming Big! Children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and by caring for themselves. Children will explore healthy foods and understand other contributors to staying healthy, like sleep, brushing your teeth and hygiene. Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences. Children’s achievements and dreams will be acknowledged and encouraged which will support children to feel proud of their achievements and goals.</p> <p>KAPOW Units:</p> <ul style="list-style-type: none"> • My Wellbeing. • Special relationships. <p>Linked Stories: Eat Your Green Goldilocks by Steve Smallman. Give Us A Smile Cinderella by Steve Smallman.</p> | <p>Taking on challenges and becoming a team player: Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p> <p>KAPOW Unit:</p> <ul style="list-style-type: none"> • Taking on Challenges. <p>RSE: Developing caring friendships: Know that friendships can make us feel happy. Know some ways that we can make new friends feel welcome.</p> <p>Being kind: Know that arguing with friends and then making up can make friendships stronger. That resorting to violence is never right.</p> <p>Families: Identifying different members of families and understanding how different members of the family can help each other).</p> |

| Class 2 YEAR 1 | Autumn | | Spring | | Summer |
|----------------------------------|---|---|---|--|---|
| Key Skills & Concepts | Family Friendships Respectful relationships | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Being safe (including online) Drugs, alcohol and tobacco Basic first aid |
| Key Vocabulary | behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype | allergy, emotions, feelings, germs, ill (poorly), qualities, relax | care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote | bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value | accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>What is family? To understand that families look after us</p> <p>What are friendships? To begin to understand the importance and characteristics of positive friendships.</p> <p>Recognising other people's emotions To recognise how others show feelings and how to respond.</p> <p>Friendship problems To begin to understand that friendships can have problems, but we can overcome them</p> <p>Healthy friendships To begin to understand that being friendly to others makes them feel welcome and included.</p> <p>Gender stereotypes To begin to understand what is meant by a stereotype.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Understanding my emotions To describe feelings and develop simple strategies for managing them</p> <p>Ready for bed: To understand the benefits of physical activity and rest</p> <p>Hand washing and personal hygiene To begin to understand how germs are spread and how we can stop them spreading</p> <p>Sun safety To begin to understand the risks associated with the sun</p> <p>Allergies To begin to understand allergies</p> <p>People who help us keep healthy To understand that there are people in the local community who help to keep us healthy</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Rules To begin to understand the importance of rules</p> <p>Caring for others: Animals To understand that animals have different needs and how to care for them</p> <p>The needs of others To begin to understand the needs of babies and young children</p> <p>Similar, yet different To begin to recognise ways in which we are the same and different to other people</p> <p>Democratic decisions To begin to understand how democracy works</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What is money? To discover what money is and how it helps us.</p> <p>What is a bank? To recognise the purpose of banks and building societies.</p> <p>Saving and spending To begin to understand the differences between spending and saving money.</p> <p>Jobs in schools To identify the different job roles adults have in school.</p> <p>Jobs out of school To identify and describe different jobs.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Adults in school: To know how to respond to adults in a safe and familiar context</p> <p>Adults outside school To understand how to respond to adults in a range of situations</p> <p>Making an emergency phone call To know what an emergency is and how to make a phone call if needed</p> <p>Appropriate contact To begin to understand the difference between acceptable and unacceptable physical contact</p> <p>Safety with substances To begin to understand what is safe to put into or onto our bodies</p> <p>Safety at home To understand that there are dangers at home and how these can be avoided</p> <p>People who help to keep us safe To understand that there are people in the local community who help to keep us safe</p> <p>Transition lesson To understand that changes can be both positive and negative</p> <p>End of Unit Assessment of knowledge learnt</p> |

| Class 2 YEAR 2 | | Autumn | Spring | Summer | |
|----------------------------------|---|---|---|--|---|
| Key Skills & Concepts | Family Friendships Respectful relationships Change and loss | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Being safe (including online) Drugs, alcohol and tobacco |
| Key Vocabulary | friendship, love, manners, feelings, emotions, family, stereotype, respect | diet, exercise, goal, growth, mindset, healthy, physical activity, relaxation, skill, strengths | election, environment, identity, job, opinion, rule, school council, volunteer, vote | bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, wages transaction, want, withdraw | medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>Families are different To begin to understand the range of families they may encounter now and, in the future,</p> <p>Other peoples' feelings To recognise how others show feelings in different ways and how to respond.</p> <p>Unhappy friendships To begin to understand that some friendships might make us feel unhappy and how to deal with this.</p> <p>Introduction to manners and courtesy To begin to understand the conventions of courtesy and manners.</p> <p>Change and loss To begin to understand how loss and change can affect us</p> <p>Gender stereotypes: Careers and jobs To develop an understanding of stereotypes and how these might affect job/career choices.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Experiencing different emotions To describe a range of feelings and develop simple strategies for managing them</p> <p>Being active To understand the benefits of physical activity</p> <p>Relaxation breathing exercises To use breathing exercises to relax</p> <p>Developing a growth mindset To identify strategies to help overcome barriers or manage difficult emotions</p> <p>Healthy diet To understand what it means to have a healthy diet</p> <p>Looking after our teeth To understand ways of looking after our teeth</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Rules beyond school To understand the importance of rules</p> <p>Our school environment To understand ways to look after the school environment</p> <p>Our local environment To recognise the role people play in looking after the environment</p> <p>Job roles in our local community To begin to understand the roles people have in the community</p> <p>Similar yet different – my local community To recognise similarities and differences between people in the local community</p> <p>School council To begin to understand how democracy works in school</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Where does money come from? To explore the ways people receive money.</p> <p>Exploring needs To identify basic needs essential for healthy growth.</p> <p>Exploring wants To consider how people decide what they want.</p> <p>Bank cards and accounts To explore how bank accounts and cards help with managing money.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Introduction to the internet To understand what the internet is and how it can help us</p> <p>Communicating online To understand how to stay safe when using the internet</p> <p>Secrets and surprises To begin to understand the difference between secrets and surprises</p> <p>Appropriate contact: My private parts To begin to understand the concept of privacy and the correct vocabulary for body parts</p> <p>Appropriate contact: My private parts and private To understand safe and unsafe touches</p> <p>Road safety To understand ways to keep safe on and near roads</p> <p>Staying safe with medicine To begin to understand how to stay safe with medicines</p> <p>Transition lesson To understand that change is part of life.</p> <p>End of Unit Assessment of knowledge learnt</p> |

| Class 3 YEAR 3 | Autumn | | Spring | | Summer |
|----------------------------------|---|---|---|--|---|
| Key Skills & Concepts | Family Friendships Respectful relationships | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Being safe (including online) Drugs, alcohol and tobacco Basic first aid |
| Key Vocabulary | bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust | alone, balance, barriers, belonging, identity, lonely, resilience | charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN) | account, assumption, budget, career, continuum, digital, trade, fair trade, feeling, profession, stereotype | allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>Healthy families To understand that families love and support each other but sometimes problems can occur and help is available if needed.</p> <p>Friendship conflict To understand that friendships have ups and downs and that problems can be resolved.</p> <p>Friendship conflict versus bullying To begin to understand the impact of bullying.</p> <p>Effective communication To listen and communicate effectively.</p> <p>Learning who to trust To understand why trust is an important part of positive relationships.</p> <p>Respecting differences in others To begin to understand the differences between people and why it is important to respect these differences.</p> <p>Stereotyping: Gender To recognise that stereotypes are present in everyday life</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>My healthy diary To understand and plan for a healthy lifestyle including physical activity, rest and diet</p> <p>Wonderful me To understand the different aspects of my identity</p> <p>Resilience: breaking down barriers To break down barriers into smaller, achievable goals</p> <p>Communicating my feelings To recognise when to give consent</p> <p>Diet and dental health To understand the benefits of healthy eating and dental health</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Rights of the child To begin to understand the UN convention on the rights of the child</p> <p>Rights and responsibilities To understand the responsibilities of both children and adults to help all children benefit from their rights</p> <p>Recycling To understand the environmental benefits of recycling</p> <p>Charity To understand that charities care for others and how people can support them</p> <p>Local democracy To begin to understand how democracy works in the local area</p> <p>Rules To understand why we have rules and the consequences of breaking rules at school and home</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>How do people pay for things? To understand the different ways to pay for things and why people might choose them</p> <p>What does budgeting mean? To understand how to put together a budget</p> <p>What happens when people spend money? To begin to recognise how ethics can influence our spending decisions</p> <p>What careers do people have? To understand that there are a range of jobs available and to think about what job they might want to do</p> <p>Can anyone be anything? To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>First Aid: emergencies and calling for help To understand the role I can take in and emergency situation.</p> <p>Be kind online To understand the importance of being kind online and what this looks like.</p> <p>Cyberbullying To understand that cyberbullying involves being unkind online</p> <p>Making choices To understand the choices people can make and those which are made by others.</p> <p>Influences To begin to recognise who and what can influence our decisions.</p> <p>Keeping safe out and about To develop an understanding of safety on or near roads.</p> <p>Transition lesson To understand that change often brings about more opportunities and responsibilities.</p> <p>End of Unit Assessment of knowledge learnt</p> |

| Class 3 YEAR 4 | Autumn | | Spring | | Summer |
|----------------------------------|---|--|---|--|--|
| Key Skills & Concepts | Family Friendships Respectful relationships Change and loss | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid |
| Key Vocabulary | act of kindness, authority, bereavement, boundaries, bystander, permission | fluoride, healthy, mental health, negative emotions, positive emotions, relaxation, resilience, skill, visualise | Authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations/UN, volunteer | bank account, bank statement, career, career-satisfaction, influence, password, perspective, satisfaction, security, value for money | age restriction, asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>Respect and manners To develop an understanding of courtesy and manners in a range of situations.</p> <p>Healthy friendships To begin to understand the physical and emotional boundaries in friendships.</p> <p>How my behaviour affects others To understand that my behaviour can have an impact on others</p> <p>Bullying To understand the impact of bullying and the responsibility of bystanders to help.</p> <p>Stereotypes: disability To recognise that stereotypes can relate to a number of factors.</p> <p>Families in the wider world To begin to understand that families are very varied, in this country and across the world.</p> <p>Change and loss To explore how we can help following a bereavement.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Looking after our teeth To understand how we can look after our teeth</p> <p>Celebrating mistakes To develop a growth mindset and understand that mistakes are useful</p> <p>Meaning and purpose: my role To identify my own strengths and begin to see how they can affect others</p> <p>My happiness To identify what's important to me and to take responsibility for my own happiness</p> <p>Emotions To understand a range of emotions</p> <p>Mental health To begin to understand what mental health is and who can help if I need it</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What are human rights? To begin to understand the Human Rights convention</p> <p>Caring for the environment To understand how reusing items benefits the environment</p> <p>Community To understand the role of groups in the wider community</p> <p>Diverse communities To understand the value of diversity in a community</p> <p>Local councillors To develop an understanding of the role of local government</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What is value for money? To recognise factors influencing value for money</p> <p>Why keep track of money? To understand the importance of monitoring money.</p> <p>What influences career choices? To understand how different factors can influence career choices.</p> <p>How can workplace stereotypes be challenged? To identify and challenge stereotyping in the workplace.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Internet safety: Age restrictions To understand that age restrictions are designed to protect us</p> <p>Share aware To understand the benefits and risks of sharing material online</p> <p>First aid: Asthma To understand how to help someone with asthma</p> <p>Privacy and secrecy To develop understanding of privacy and the difference between secrets and surprises</p> <p>Consuming information online To understand that not all information on search engines is valuable</p> <p>Introducing puberty To recognise the physical differences between children and adults</p> <p>Tobacco To begin to understand the risks of smoking and the benefits of being a non-smoker</p> <p>Transition lesson To know that setting goals can help us to achieve what we want.</p> <p>End of Unit Assessment of knowledge learnt</p> |

| Class 4 YEAR 5 | Autumn | | Spring | | Summer |
|----------------------------------|---|---|---|--|--|
| Key Skills & Concepts | Family Friendships Respectful relationships | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid |
| Key Vocabulary | attributes, bullying, bystander, cyberbullying, marriage, secret wedding | fail, goal, protect, relaxation, responsibility, steps | defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, member of parliament (MP), parliament, pressure group, prime minister, trial | allocate, borrow, commitment, expenditure, impact, income, loan, prioritise, repayment, risk | attraction, bladder, breasts, cervix, clitoris, decision, egg or ova, ejaculation, erection, fallopian tube, friend, influence, labia, menstruation/period |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>Build a friend To understand how to form and maintain positive relationships.</p> <p>Friendship skills To explore the ups and downs of friendships.</p> <p>Marriage To understand the concept of marriage.</p> <p>Respecting myself To begin to understand self-respect</p> <p>Family life To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>Bullying To understand more about bullying and how to get help</p> <p>Stereotypes: race and religion To explore the impact of stereotypes and how they can lead to discrimination.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>The importance of rest To understand the benefits of sleep</p> <p>Embracing failure To understand the purpose of failure</p> <p>Going for goals To learn how to set short-term, medium-term and long-term goals</p> <p>Taking responsibility for my feelings To use vocabulary to describe their feelings and take responsibility for them</p> <p>Healthy meals To understand and be able to plan healthy meals</p> <p>Sun safety To understand risks associated with the sun and how these can be avoided</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Breaking the law To begin to understand what happens when the law is broken</p> <p>Rights and responsibilities To explore the links between rights and responsibilities</p> <p>Protecting the planet To understand how reducing our use of materials and energy will help the environment</p> <p>Pressure groups To recognise the role of pressure groups</p> <p>Parliament To begin to understand how parliament works</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What is a weekly budget? To create a weekly budget.</p> <p>What is borrowing and loaning? To identify the significance of borrowing and loaning money</p> <p>What are the risks of handling money online? To examine the risks associated with handling money online.</p> <p>Why challenge workplace stereotypes? To identify and challenge stereotyping in the workplace.</p> <p>What makes a suitable career? To explore how personal interests and skills align with different careers.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Online friendships To begin to understand some issues related to online friendships including the impact of their actions</p> <p>Staying safe online To learn about staying safe online</p> <p>Puberty To understand physical changes during puberty</p> <p>Menstruation To understand the menstrual cycle</p> <p>First Aid: bleeding and head injuries To understand how to help someone who is bleeding</p> <p>Alcohol, drugs and tobacco: making decisions To begin to understand the influence others have on us and how we can make our own decisions</p> <p>Transition lesson To understand the skills needed for roles in school.</p> <p>End of Unit Assessment of knowledge learnt</p> |

| Class 4 YEAR 6 | Autumn | | Spring | | Summer | |
|----------------------------------|---|--|---|---|---|--|
| Key Skills & Concepts | Friendships Respectful relationships Change and loss | Health and prevention Physical health and wellbeing Mental wellbeing | British Values Caring for others, needs Democracy | Money, Finances Careers, | Identity Positive self-image | Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body, Basic first aid |
| Key Vocabulary | authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype | antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination | authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype | earnings, educational requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace | change, identity, images, manipulation, media | alcohol, bladder, breasts, cervix, clitoris, conception, cyberbullying, egg or ova, ejaculation, erection, fallopian tube, fertilisation, genitals, internet trolling |
| Enquiry Question | Family and relationships | Health and wellbeing | Citizenship | Economic wellbeing | Identity | Safety and the changing body |
| Key Learning | <p>Introduction: Setting ground rules for RSE & PSHE lesson</p> <p>Respect To understand what we mean by respect and why it is important,</p> <p>Respectful relationships To understand that respect is two-way and how we treat others is how we can expect to be treated.</p> <p>Challenging stereotypes To understand stereotypes and be able to share information on them.</p> <p>Resolving conflict To resolve disputes and conflict through negotiation and compromise.</p> <p>Change and loss To begin to understand the process and emotions relating to grief.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What can I be? To identify long term goals & how to work towards them</p> <p>Taking responsibility for my health To understand and plan for a healthy lifestyle</p> <p>The impact of technology on health To understand the potential impact of technology on physical and mental health</p> <p>Resilience toolbox To reflect on skills they have developed to identify and respond to difficult situations</p> <p>Immunisation To understand ways that we help prevent ourselves and others becoming ill</p> <p>Physical health concerns To understand what happens when we are ill and begin to understand when to seek support</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Human rights To understand human rights, including the right to education.</p> <p>Caring for others To understand how to show care and concern for others</p> <p>Prejudice and discrimination To recognise prejudice and discrimination and learn how this can be challenged</p> <p>Valuing diversity To understand diversity and the value different people bring to a community</p> <p>National democracy To begin to understand how government works</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What money responsibilities are there in secondary school? To identify how money-related matters develop at secondary school</p> <p>What are the risks of gambling? To recognise the risks of gambling.</p> <p>What is a workplace? To explore how different careers operate in a workplace.</p> <p>What career routes are there? To explore different career routes and their requirements.</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>What is identity? To understand what factors contribute to identity</p> <p>Identity and body image To understand that the media manipulates images</p> <p>End of Unit Assessment of knowledge learnt</p> | <p>Alcohol To begin to understand the risks of alcohol</p> <p>Critical digital consumers To start to become a discerning consumer of information online</p> <p>Social media To understand that online relationships should be treated in the same way as face to face relationships</p> <p>Physical and emotional changes of puberty To understand the changes that happen during puberty.</p> <p>First Aid: Choking To understand how to help someone who is choking</p> <p>First Aid: Basic life support To understand how to help someone who is unresponsive</p> <p>Transition lesson To know that a big change can bring opportunities but also worries.</p> <p>End of Unit Assessment of knowledge learnt</p> |