



PSHE and RSE overview

Key concepts

My Healthy Self



Connecting with Others



Online World



Citizenship



Health Protection & Growing Up



Staying Safe



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

EYFS	Autumn	Spring	Summer
Personal, social and emotional	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. Throughout the academic year children will: See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others •Show resilience and perseverance in the face of challenge. •Identify and moderate their own feelings socially and emotionally •Manage their own needs. •Think about the perspectives of others.		
PSHE	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 and 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. KAPOW Units: Self-regulation: My feelings Self-regulation: Listening and following instructions Linked Stories: The Colour Monster by Anna Llenas We’re All Wonders by R. J. Palacio Have you filled a bucket today? By Carol McCloud The Listening Walk by Paul Showers	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. KAPOW Units: Managing self: My wellbeing Building relationships: My family and friends Linked Stories: Oliver’s Vegetables by Vivian French The Family Book by Todd Parr Eat Your Green Goldilocks by Steve Smallman I Can Do It by Trace Moroney The Dot by Peter H. Reynolds	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. KAPOW Unit: Managing self: Taking on challenges Building relationships: Special relationships Linked Stories: The Most Magnificent Thing by Ashley Spires The Enormous Turnip – Traditional Tale Giraffes Can’t Dance by Giles Andreae The Koala Who Could by Rachel Bright

Class 2 YEAR A	Autumn		Spring		Summer	
Enquiry Question	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Key Skills & Concepts	Emotions, feelings, similarities, differences	Family, relationships, friendship, communication, respect, managing conflict & problem solving.	Online safety, online behaviour, using technology, recognising risks	Caring for Others, Caring for Animals, Environmental Responsibility, Respectful Communication, Community & Responsibility, Rules & Responsibilities.	Personal hygiene, health awareness, safety, injury awareness, self-care, emergencies	Personal hygiene, health awareness, safety, self-care, emergencies
Key Vocabulary	anger, body clues, disgust, emotions, face clues, fear, happiness, relax, sadness, surprise, trust, trusted adult.	fair, friendly, lonely, polite, safe, share, strengths, trust, trusted adult, unfair.	balance, digital device, healthy, internet, online, rule, safe, screen time, trusted adult.	care, environment, need, rule, safe.	999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent. Drugs, alcohol and tobacco Basic first aid	body clues, comfortable, danger, emergency, harm, road safety, rule, safe, trusted adult, uncomfortable, unsafe, 999.
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning What emotions can we recognise? To name and recognise the six emotions. When and why do people show different emotions? To recognise that people may show different emotions in a situation and understand why. How can emotions change? To describe emotions and how they change. What helps us feel calm or excited? To explore what makes me and others feel excited and calm. What might make us feel worried, annoyed or upset? To explore what makes us feel worried, annoyed or upset. What can we do when our feelings get tricky? To talk about how we can get help with our feelings. End of Unit Assessment of knowledge learnt	Recap prior learning What makes me special? To recognise what makes me special and talk about my strengths. How do families show love and care for each other? To explore how families care for and support each other. What helps me feel safe and cared for? To understand that families should help me feel safe and cared for. What is a friend? To explain how to be a good friend. How can we have a kind and friendly class? To explore how to be kind even when you are angry or upset. How should people behave towards others? To explore kind and respectful behaviours. End of Unit Assessment of knowledge learnt	Recap prior learning When am I online? To recognise when we are online. What can we do online and what can we do in person? To recognise online activities and in-person activities. How should I behave when I use a device? To recognise that polite behaviour online is the same as polite behaviour in person. How can I balance screen time with in-person activities? To explain why it is good to balance screen time with in-person activities. What should I do if I see something online that worries me? To understand when and how I should tell an adult about something I see online. How can I stay safe online? To describe how I can stay safe online. End of Unit Assessment of knowledge learnt	Recap prior learning What do babies and toddlers need? To recognise some of the needs of babies and toddlers. What do animals need? To understand that animals have different needs and how to care for them. How can we look after our school environment? To identify ways to look after the school environment. How can I share my ideas respectfully? To show respect when sharing ideas and opinions Who helps look after our local environment? To recognise how people help look after the school and local environments How do rules help everyone? To recognise how rules help people, animals and places. End of Unit Assessment of knowledge learnt	Recap prior learning Why and how do we wash our hands? To explain how and why we wash our hands. How can I protect myself in any weather? To describe how to protect myself in any weather. Who helps us stay healthy? To recognise people who help keep us healthy. What should I do if I feel unwell? To talk about how my body feels when I am ill. How serious are different injuries? To recognise if an injury is serious or not. How can we get help for serious illnesses or injuries? To identify who can help with serious illnesses and injuries. End of Unit Assessment of knowledge learnt	Recap prior learning How can I stay safe at home? To identify what is safe and unsafe in the home. What is safe for our bodies? To identify what is safe and unsafe for our bodies. What rules can keep me safe? To explain how rules can keep us safe. How can I stay safe near roads? To describe how to stay safe near roads. How might my body feel when something is unsafe? To notice how I feel when something is unsafe. Who can keep me safe? To recognise who and how to ask for help. End of Unit Assessment of knowledge learnt

Class 2 YEAR B						
Autumn			Spring		Summer	
Enquiry Question	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Key Skills & Concepts	Sleep & Wellbeing, Physical Activity, Dental Health, Healthy Eating.	Family & Identity, Diversity & Belonging, Respect & Personal Boundaries, Seeking Help & Trusted Adults, Bullying Awareness.	Online Awareness, Online Safety, Trusted Adults & Help-Seeking, Personal Information & Privacy, Recognising Online Risks.		Growing & Changing, Personal Boundaries, Safe & Unsafe Touch, Seeking Help, Trusted Adults.	Body Safety, PANTS & Personal Safety, Personal Boundaries, Hazard Awareness, Road & Water Safety, Seeking Help & Trusted Adults.
Key Vocabulary	active, dentist, exercise, five-a-day, healthy, healthy habits.	belong, bullying, calm, carer, family.	digital device, internet, online, private information, rule, safe, sharing online, trusted adult, uncomfortable.		body, change, grow, nipples, penis, private parts, scrotum, testicles, trusted adult, vagina, vulva.	body, body clues, danger, emergency, harm, healthy, nipples, penis, private parts, rule, safe, safe adult, scrotum, testicles, trusted adult, uncomfortable, unsafe, vagina, vulva, 999.
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning How does moving my body make me feel? To describe how being active makes me feel. Why is sleep important? To explain why sleep is important and how a bedtime routine can help. What foods can help me stay healthy? To recognise and explain that fruits and vegetables help keep our bodies healthy. How can I make some healthy food and drink choices? To explain how healthy food and drink choices help the body and mind. What can I do to keep my teeth clean and healthy? To identify ways to keep my teeth clean and healthy. How can I make healthy choices every day? To use what I know about looking after my body to create a healthy daily routine. End of Unit Assessment of knowledge learnt	Recap prior learning How are we all different and the same? To recognise and celebrate how people are different. How are families different and the same? To recognise that all families are different and all are special. How can I show my feelings kindly and calmly? To solve a falling-out kindly. How can I let others know what is okay or not okay for me? To practise telling others when something feels okay or not okay to me. Who can I talk to if something does not feel right? To name who I can talk to and what I can say if something feels unsafe or wrong. What should I do if someone is being unkind again and again? To recognise bullying behaviour and know what to do if it happens. End of Unit Assessment of knowledge learnt	Recap prior learning What can we do online and how can we do it safely? To describe some things people can do online and how to use devices safely. Who can see information shared online? To understand that sharing information online means it can be seen by many people. What is private information? To recognise that private information should not be shared online. How do I know if private information has been shared online? To identify when private information has been shared online. Is everything we see online real? To understand that not everything we see online is real. What should I do if something online worries me? To explain what to do if something online worries me. End of Unit Assessment of knowledge learnt	TBC Unit due 21st Sept 2026 End of Unit Assessment of knowledge learnt	Recap prior learning How do we grow and change? To identify how we grow and change as we get older. How will I change as I grow up? To describe what people can do as they grow older. Do I make the rules about my own body? To express personal boundaries using simple language. How can I talk about my body? To talk about body parts correctly. How can we show respect for each others bodies? To talk about how to respect other people’s belongings and bodies. Who can I talk to if I do not feel safe? To describe how to get help if you feel unsafe or uncomfortable. End of Unit Assessment of knowledge learnt	Recap prior learning What makes my body special? To understand that my body is special and belongs to me How can I keep my body safe? To recognise simple rules that help keep my body safe How can I make safe choices at home? To understand how to stay safe at home How can I stay safe in different places? To identify how to stay safe in different places What can I do if I cannot find my trusted adult? To understand what I can do if I cannot find my trusted adult How can I stay safe around water? To recognise how to stay safe around water. End of Unit Assessment of knowledge learnt

Class 3 YEAR A						
	Autumn		Spring		Summer	
Enquiry Question	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Key Skills & Concepts	Emotional Awareness, Recognising Emotions in Others, Support & Help-Seeking, Sleep & Wellbeing, Bullying & Empathy, Physical Activity & Health.	Self-Respect & Confidence, Personal Boundaries, Respectful Relationships, Friendships, Conflict Resolution, Family Relationships, Bullying Awareness.	Internet Use, Online & Offline Communication, Respectful Online Behaviour, Online Bullying Awareness, Online Safety & Age-Appropriate Content, Help-Seeking Online.	Human Rights, Sustainability & Environmental Responsibility, Reduce, Reuse & Recycle, Community & Local Government, Citizenship & Responsibility.		
Key Vocabulary	body clues, bullying, emotions, face clues, feelings, health, mind, mood, respect, routine, safe, support, trust, trust team, trusted adult.	behaviour, boundaries, falling-out, friendship, relationship, respect, self-respect.	age restriction, anonymous, block, communicate, report, respect, respectful, screenshot, trusted adult, online, internet.	budget, business, community, environment, human rights, local council, respect, responsibilities, United Nations.		
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning How do emotions affect my body? To describe how emotions can affect our bodies. How can I tell how someone else might be feeling? To recognise how others might be feeling using clues. How are my mind and body connected? To understand that our minds and bodies are connected. How does sleep help my mind and body? To understand why sleep is important and how we can sleep well. What can I do when I experience strong emotions? To identify strategies that may be helpful when experiencing strong emotions. When should I ask an adult for emotional support? To understand how to support ourselves and get help with our feelings. End of Unit Assessment of knowledge learnt	Recap prior learning How can I respect myself? To recognise what self-respect is and why it is important. What are personal boundaries? To identify my personal boundaries. What makes a family? To identify how families can spend time together and support each other. How can I be a good friend? To describe what makes a good friend. How can we repair a friendship after a falling-out? To explore fair ways to respond after a falling-out with a friend. What are the different types of bullying? To identify what bullying is and how it might make someone feel. End of Unit Assessment of knowledge learnt	Recap prior learning How do we communicate online? To identify ways people communicate online and in person. How can we be respectful when we communicate online? To describe respectful ways to communicate online. How can communication online sometimes be misunderstood? To explain how online communication can be misunderstood. How should I respond to online bullying? To understand how to respond safely to online bullying. Why do we need to be careful when communicating online? To explain why we must be careful when communicating online. How can I keep myself safe online? To explain and practise ways to stay safe online and seek help. End of Unit Assessment of knowledge learnt	TBC Unit due 21st Sept 2026 End of Unit Assessment of knowledge learnt	TBC Unit due 21st Sept 2026 End of Unit Assessment of knowledge learnt	TBC Unit due 1st Nov 2026 End of Unit Assessment of knowledge learnt

Class 3 YEAR B						
Autumn		Spring			Summer	
Enquiry Question	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Key Skills & Concepts	Emotional Wellbeing, Helping Others & Kindness, Physical Activity & Health, Healthy Eating, Food Choices & Nutrition.	Respectful Communication, Positive Self-Talk & Confidence, Friendships & Trust, Personal Boundaries & Assertiveness, Conflict Resolution, Bullying & Bystander Awareness, Stereotypes & Equality.	Internet Use, Age Restrictions & Online Safety, Media Literacy, Misinformation Awareness, Evaluating Online Information, Reliability & Fact-Checking.		Body Boundaries, Puberty & Physical Changes, Emotional Changes, Menstrual Health, Respectful Communication, Trusted Adults & Support.	Safety Awareness, Hazard Recognition & Prevention, Personal Safety & Help-Seeking, Road & Water Safety, Medicines & Health Safety.
Key Vocabulary	active, balanced diet, dehydrated, exercise, fixed mindset, growth mindset, health, hydrated, mental health, mindset, nutrients, physical health, resilience, safe, support, trust, trusted adult, trust team.	assertive, compromise, disrespect, manners, respect, self-respect.	age-restriction, online content, reliable, search engine, search result.		boundaries, breasts, communicate, emotions, feelings, period, permission, physical changes, puberty, respect, uncomfortable.	alcohol, boundaries, cigarettes, crossing, current, hazard/s, inappropriate, operator, personal space, pressure, risks, tide, vape.
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning What is a balanced diet and why does having one matter? To explore the importance of having a balanced diet. How can being active help my mind and body? To investigate how physical activity affects the body. How can I keep my energy up throughout the day? To examine how daily habits and choices can affect our energy levels. How can I get support for myself or others? To recognise when someone may need support and how to seek help. How can I respond when things feel hard? To understand how a growth mindset helps us respond to challenges. Why is helping others good for me too? To understand that being kind can help me too. End of Unit Assessment of knowledge learnt	Recap prior learning How can I show self-respect? To use positive thoughts and words when things are challenging. How can I show respect to others? To practise being respectful in different settings. How can I build trusting friendships? To describe a range of ways to build trusting friendships. How can we solve friendship challenges? To consider how actions help us look after our friendships. How should I respond to bullying? To explain when and how to ask for help if I see bullying. What is a stereotype? To describe what stereotypes are and why they are unfair. End of Unit Assessment of knowledge learnt	Recap prior learning How can the internet be helpful and challenging? To recognise how the internet can be helpful and challenging. Is all online content appropriate for me? To recognise that not all online content is appropriate for children. Why should we be careful what we trust online? To recognise that some online information can be misleading. How can we check if online information is reliable? To check whether online information is reliable. How can we use multiple sources to check online information? To evaluate multiple sources of online information. Why should we question what we see online? To recognise the importance of questioning online content. End of Unit Assessment of knowledge learnt	TBC Unit due 21st Sept 2026 End of Unit Assessment of knowledge learnt	Recap prior learning What are body boundaries? To explain what body boundaries are and how to communicate them. How will I grow and change during puberty? To explore how bodies change during puberty. Which emotional changes could I experience when growing up? To explain how to manage emotions and feelings during puberty. What is a period? To explain what a period is and what happens when you have one. How can we show kindness and understanding about body changes? To describe how and why we should treat others with kindness and respect. Who can I talk to about growing up and changes? To identify trusted adults and explain how they can help with worries about growing up and change. End of Unit Assessment of knowledge learnt	Recap prior learning How can I tell if a situation is unsafe? To identify warning signs that a situation may be unsafe. What do I do if a situation feels unsafe? To respond to an uncomfortable situation safely. How can I stay safe around traffic? To identify common risks and explain how to stay safe when walking, cycling or scooting. Why can water be dangerous? To explain how to stay safe in, on and around water. What drugs are safe or unsafe? To explain when drugs and medicines can be helpful or harmful. How can I prevent accidents? To recognise hazards and explain how thinking ahead reduces risk. End of Unit Assessment of knowledge learnt

Class 4 YEAR A						
	Autumn		Spring		Summer	
Enquiry Question	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Key Skills & Concepts	Healthy Eating & Nutrition, Physical Activity & Health, Emotional Awareness, Mental Health & Wellbeing, Support & Help-Seeking.	Identity & Influences, Family Relationships & Commitment, Support & Help-Seeking, Friendships, Self-Regulation, Assertiveness & Respectful Communication.	Online Influence, Media Literacy, Fact & Opinion, Misinformation & Manipulation, Evaluating Online Content, Online Safety & Reporting.	Community Contribution, Active Citizenship, UK Government, Local Government, Democracy & Political Participation.	Puberty & Physical Changes, Hygiene & Self-Care, Emotional Changes, Menstrual Health, Personal Boundaries, Respect & Kindness, Trusted Adults & Support.	
Key Vocabulary	light activity, mental health, moderate activity, regulate, response, vigorous activity	civil partnership, commitment, conflict, influence, marriage, support.	advert, fact, influence, mislead, opinion, scam, sponsored, targeted advert.	budget, campaign, citizen, councillor, democracy, government, influence, issue, local council, Member of Parliament, national, tax.	egg, genitals, hormones, hygiene, influence, menstrual cup, period pad, period pants, self-conscious, sensitive, tampon, womb/uterus.	
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning What do food labels really tell us? To explore how food labels can help in making healthier choices. To explore how food labels can help in making healthier choices. To reflect on how active I am. What are the different types of physical activity and how do they affect us? To compare the impact of different physical activities on the body. How can I recognise complex feelings? To recognise a range of complex feelings. How can I respond to strong and complex feelings? To recognise and respond to strong and complex feelings. How can we tell when someone might need support with their mental health? To recognise how to look after mental health. End of Unit Assessment of knowledge learnt	Recap prior learning What makes me who I am? To describe how our identities are influenced by different factors. How do families show commitment to each other? To understand what commitment means and how it is shown in family relationships. How can families support and protect each other? To identify different ways that families can support and protect each other. What helps us make and maintain healthy friendships? To evaluate healthy and unhealthy friendships. How can we manage challenges in friendships? To develop and apply positive ways to respond to friendship challenges. How can I be assertive and respectful? To reflect on what assertive communication looks like and why it is important. End of Unit Assessment of knowledge learnt	Recap prior learning How do adverts try to influence us online? To analyse how online adverts influence what we click, buy or watch. How are adverts chosen for me online? To explain how online adverts are targeted. How else am I influenced online? To recognise how different types of online content influence choices and behaviour. How do online trends shape our choices offline? To explain how online trends influence behaviour. How does what we see online influence our views? To analyse how opinions shared online can shape our views. How can some online messages be misleading? To recognise that online messages can be misleading. End of Unit Assessment of knowledge learnt	Recap prior learning How can we show care for others? To recognise how to show care for others How do people contribute to community? To recognise how individuals and groups can contribute to a community How does the UK Government work? To recognise how the UK Government works What is the role of a local councillor? To understand the role of a local councillor What are pressure groups? To recognise the role of pressure groups How can people influence the decisions made by the government? To recognise how people can influence decisions made by the government End of Unit Assessment of knowledge learnt	Recap prior learning How will my body grow during puberty? To discuss the physical and emotional changes that happen during puberty. How can I keep my private parts clean and hygienic? I can explain how good hygiene helps me look after my body, including my private parts. How can we treat others with kindness during puberty? To recognise how to treat others with kindness during puberty. How can I manage my emotions and feelings during puberty? To identify emotions that may change during puberty and know who to talk to for support. What happens during a period? To describe what a period is and how to manage it. How can I challenge behaviour which crosses personal boundaries? To recognise personal boundaries and know how to respond when they are crossed. End of Unit Assessment of knowledge learnt	TBC Unit due 1st Nov 2026 End of Unit Assessment of knowledge learnt

Class 4 YEAR B						
Autumn			Spring		Summer	
Enquiry Question	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone’s rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
Key Skills & Concepts	Dental Health, Healthy Eating & Nutrition, Emotional Awareness & Regulation, Growth Mindset & Resilience, Self-Esteem, Kindness & Bullying.	Values & Personal Growth, Respectful Behaviour, Personal Boundaries & Consent, Equality, Stereotypes & Discrimination, Bullying Awareness & Response, Trusted Adults & Help-Seeking.	Online Engagement, Online Gaming Safety, Online Influence, Online Behaviour, Digital Footprint, Positive Online Citizenship.		Risk Assessment & Hazard Awareness, Safety & Emergencies, Travel & Water Safety, Decision-Making & Risk Management, Peer Pressure, Drug Awareness & Resistance Skills.	Body Knowledge & Respectful Communication, Human Reproduction, Pregnancy & Birth, Families & Parenthood, Consent & the Law.
Key Vocabulary	active, bullying, calories, dental hygiene, fixed mindset, flossing, growth mindset, long-term, mental health, mindset, nutrients, regulate, resilience, self-esteem, short-term, support, tooth decay.	bystander, discrimination, empathy, self-esteem, stereotypes, upstander.	autoplay, block, engage, gambling, harmful, infinite scroll, luck, online bullying, realistic, report, risk, unrealistic, upstander.		addictive, bystander, cautious, coastguard, consent, current, drugs, emergency services, hazard, illegal, legal, peer pressure, public transport, threat, upstander, violence.	conception, consent, ovary, pregnant, sexual intercourse, sperm.
Key Learning	Introduction: Setting ground rules for RSE & PSHE lesson Recap prior learning Why do healthy teeth matter for the future? To understand how daily habits protect long-term dental health. How can I eat for a healthier future? To interpret nutritional information to help make informed choices about food. What habits might support my future health? To describe how habits can influence long-term health. How can I recognise and regulate complex feelings? To recognise and regulate strong and complex feelings. How does my mindset affect my personal growth? To explain how our mindset can affect our personal growth. How can I support self-esteem for myself and others? To understand how my actions can impact myself and others. End of Unit Assessment of knowledge learnt	Recap prior learning How does self-respect help me? To make links between values and personal growth. How can I be respectful in different situations? To evaluate how to be respectful in different situations. How can I set and respect boundaries? To set and respect personal boundaries, including seeking and giving consent. How can we challenge unfairness? To evaluate safe, respectful ways to challenge unfairness in everyday situations. How should we work together to stop bullying? To describe how to respond to bullying safely. When and how should I seek help? To explain when to seek help for yourself or someone else. End of Unit Assessment of knowledge learnt	Recap prior learning How do online platforms keep us engaged? To understand how online platforms keep us engaged and recognise ways to manage online activity How can I make safe choices if I am gaming online? To recognise why some online gaming can be risky and how to make safe choices Is online content always realistic? To analyse how online content can influence how people think and feel What is harmful behaviour? To recognise and respond to harmful online behaviour Does what we post online matter? To understand how what we share online can affect ourselves and others. How does being online make me feel? To recognise the impact of online experiences on wellbeing and how to respond positively End of Unit Assessment of knowledge learnt	Recap prior learning How can I stay safe on my own at home? To describe how to keep myself safe when I am at home without adult support. How can I stay safe outside on my own? To predict and plan for risks outside the home. How can I travel safely on my own? To explain how to stay safe near railways. How can I stay safe in, on and around water? To manage risk in, on and around water by following the water safety code. How can I stay safe when I feel pressure? To recognise and respond to peer pressure How can I stay safe around drugs? To recognise the risks of drug misuse and how to make safe choices. End of Unit Assessment of knowledge learnt	Recap prior learning Which words can we use to describe our private body parts? To use the correct scientific vocabulary to name private body parts respectfully. How are babies made? To describe how a baby is made using scientific vocabulary. What happens in pregnancy and how are babies born? To understand the stages of pregnancy and the different ways babies are born. How are families formed? To recognise that families can be formed in different ways. How does life change after having a baby? To consider some of the responsibilities of having a baby. What is consent? To understand what consent means. End of Unit Assessment of knowledge learnt	