Health Education (PSHE) - Year 3 – Skills map

Mental Wellbeing		
H1	I **understand** that mental wellbeing is a normal part of daily life.	
H2	I can **describe and demonstrate** the normal range and scale of emotions.	
H3	I can **express** and talk about my emotions.	
H4	I can **reflect** on whether my feelings and behaviour are appropriate and proportionate.	
H5	I can **understand** the benefits of physical exercise and community participation on mental well-being.	
H6	I can **describe** and **demonstrate** simple self-care techniques.	
H7	I can **understand** how isolation and loneliness can affect children and the importance of discussing their feelings.	
H8	I can **understand** and can **describe** the negative impact of (cyber)bullying.	
H9	I can **understand** where to **seek** support in school and outside.	
Physical health and fitness		
H18	I can **explain** and **justify** the mental and physical benefits of an active lifestyle.	
H19	I can **explain** and **demonstrate** how to look after my mental and physical health by being active.	
H20	I can **reflect** on the risks associated with an inactive lifestyle.	
H21	I can **understand** where to seek support if I am worried about my health.	

Internet safety and harms		
H10	I can **understand** that it is common for people to experience mental ill health.	
H11	I can **elaborate** on why the internet is an integral part of life and has many benefits.	
H12	I can **explain** and **justify** an appropriate amount of time online.	
H13	I can **examine** and **articulate** the effect of my online actions on others, display respectful behaviour online and keep personal information private.	
H14	I can **understand** the importance of following age restrictions on social media and gaming and understand why this is important.	
H15	I can **understand** that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place.	
H16	I can **analyse** consumer information online and **understand** that information is ranked, selected and targeted.	
H17	I can **understand** how to report concerns and get support with issues online.	
Healthy eating		
H22	I can **understand** what constitutes a healthy diet (calories and nutrition).	
H23	I can **demonstrate** and **describe** a healthy meal.	
H24	I can **understand** the characteristics of a poor diet and risks associated (obesity, tooth decay and impact of alcohol)	

Health and prevention		
H26	I can **recognise** early signs of physical illness.	
H27	I can **understand** how to myself safe in the sun.	
Basic first aid		
H32	I can **describe and demonstrate** a clear and efficient call to emergency services.	

Changing adolescent body		
H34	I can **identify** key facts about puberty.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

The mindful approach to PSHE

Relationships Education (PSHE) - Year 3 – Skills map

Families and the people who care for me		
R1	I can **recognise** how families provide love, security and stability.	
R2	I can **recognise** the characteristics of healthy family life – love, security and stability.	
R3	I can **recognise** the differences between different families.	
R4	I can **recognise** that stable, caring relationships are at the heart of happy families.	
R5	I can **reflect** that marriage is a formal and legal commitment of two people to each other.	
R6	I can **recognise** if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others.	
Caring friendships		
R7	I can **explain** how important friendships are in making us feel happy and secure.	
R8	I can **recognise** the characteristics of healthy and positive friendships.	
R9	I can **reflect** that healthy friendships are positive and welcoming towards others.	
R10	I can **explain** the ups and downs of friendships.	
R11	I can **recognise** whom to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict and how to seek help or advice from others.	

Respectful relationships		
R12	I can respect and **explain** how respecting others even when they are very different from me is valuable.	
R13	I can **demonstrate** and **explain** the practical steps to improve or support respectful relationships.	
R14	I can **demonstrate** the conventions of courtesy and manners.	
R15	I can **recognise** how to respect myself.	
R16	I can **demonstrate** respect to others, including those in positions of authority.	
R17	I can **demonstrate** and take responsibility to help if I see bullying happening.	
R18	I can **explain** what a stereotype is, and how stereotypes can be unfair, negative or destructive.	
R19	I can **discuss** what permission is in relationships.	
Online Relationships		
R20	I can **recognise** that people sometimes behave differently online, including pretending to be someone they are not.	
R21	I can **demonstrate** respect to others online.	
R22	I can **recognise** risks, harmful content and contact online, and know how to report it.	
R23	I can critically **reflect** on my online friendships and sources of information.	
R24	I can **identify** how information and data is shared and used online.	

Being Safe		
R25	I can **choose** to have appropriate boundaries in friendships, with peers and others.	
R26	I can **observe** privacy and how it is not always right to keep secrets if it is about being safe.	
R27	I can **recognise** that each person's body belongs to them.	
R28	I can **discuss** and respond safely and appropriately to adults including those I don't know.	
R29	I can **recognise** and report feelings of being unsafe or feeling bad about any adult.	
R30	I can **solve** problems by seeking advice or help for myself or others, and keep trying until I am heard.	
R31	I can confidently report and **describe** my concerns about safety.	
R32	I can **recognise** where to get advice.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

The mindful approach to PSHE

Health Education (PSHE) - Year 4 – Skills map

Mental Wellbeing		
H1	I can **understand** that mental wellbeing is a normal part of daily life.	
H2	I can **describe and demonstrate** the normal range and scale of emotions.	
H3	I can **express** and talk about my emotions.	
H4	I can **reflect** on whether my feelings and behaviour are appropriate and proportionate.	
H5	I can **understand** benefits of 'Be Active' and 'Give' on mental wellbeing.	
H7	I can **understand** how loneliness can affect children and the importance of discussing their feelings.	
H8	I can **understand** and can **describe** the negative impact of (cyber)bullying.	
H9	I can **understand** where to seek support in school and outside.	
Physical health and fitness		
H18	I can **explain** and **justify** the mental and physical benefits of an active lifestyle.	
H19	I can **explain and demonstrate** my mental and physical health by being active.	
H20	I can **reflect** on the risks associated with an inactive lifestyle.	
H21	I can **understand** where to seek support if I am worried about my health.	

Internet safety and harms		
H11	I can **elaborate** on why the internet is an integral part of life and has many benefits.	
H12	I can **explain** and **justify** an appropriate amount of time online.	
H13	I can **examine** and **articulate** the effect of my online actions on others, display respectful behaviour online and keep personal information private.	
H14	I can **understand** the importance of following age restrictions on social media and gaming and understand why this is important.	
H15	I can **understand** that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place.	
H16	I can **analyse** consumer information online and **understand** that information is ranked, selected and targeted.	
H17	I can **understand** how to report concerns and get support with issues online.	
Healthy eating		
H24	I can **understand** the characteristics of a poor diet and risks associated (obesity, tooth decay and impact of alcohol).	
Drugs, Alcohol and Tobacco		
H25	I can **understand** the facts about legal and illegal harmful substances and associated risks.	

Health and Prevention		
H26	I can **describe** the early signs of physical illness.	
H27	I can **explain** how to keep myself safe in the sun.	
H28	I can **name** strategies to help get good quality sleep.	
H29	I can **describe** how to clean my teeth appropriately and know why this is important.	

Changing adolescent body		
H34	I can **identify** key facts about puberty and the changing adolescent body.	
H35	I can **recall** facts about menstrual well-being.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

The mindful approach to PSHE

Relationships Education (PSHE) - Year 4 – Skills map

Families and the people who care for me		
R1	I can **recognise** how families provide love, security and stability.	
R2	I can **recognise** the characteristics of healthy family life – love, security and stability.	
R3	I can **recognise** the differences between different families.	
R4	I can **recognise** that stable, caring relationships are at the heart of happy families.	
R6	I can **recognise** if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others.	
Caring friendships		
R7	I can **explain** how important friendships are in making us feel happy and secure.	
R8	I can **recognise** the characteristics of healthy and positive friendships.	
R9	I can **reflect** that healthy friendships are positive and welcoming towards others.	
R10	I can **explain** the ups and downs of friendships.	
R11	I can **recognise** who to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict and how to seek help or advice from others.	

Online relationships		
R20	I can **recognise** that people sometimes behave differently online, including pretending to be someone they are not.	
R21	I can **demonstrate** respect to others online.	
R22	I can **recognise** risks, harmful content and contact online, and know how to report it.	
Being safe		
R25	I can **choose** to have appropriate boundaries in friendships, with peers and others.	
R29	I can **recognise** and report feelings of being unsafe or feeling bad about any adult.	
R30	I can **solve** problems by seeking advice or help for myself or others, and keep trying until I am heard.	
R31	I can confidently report and **describe** my concerns about safety.	
R32	I can **recognise** where to get advice.	

Respectful relationships		
R12	I can respect and **explain** why respecting others, even when they are very different from me is valuable.	
R13	I can **demonstrate** and **explain** the practical steps to improve or support respectful relationships.	
R14	I can **demonstrate** the conventions of courtesy and manners.	
R15	I **recognise** how to respect myself.	
R16	I can **demonstrate** respect to others, including those in positions of authority.	
R17	I can **demonstrate** and take responsibility to help if I see bullying happening.	
R19	I can ask permission in relationships.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

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Health Education (PSHE) - Year 5 – Skills map

Mental Wellbeing		
H1	I can **understand** that mental wellbeing is a normal part of daily life.	
H2	I can **describe and demonstrate** the normal range and scale of emotions.	
H3	I can **express** and talk about my emotions.	
H4	I can **reflect** on whether my feelings and behaviour are appropriate and proportionate.	
H5	I can **understand** the benefits of 'Be Active' and 'Give' on mental wellbeing.	
H6	I can **describe** and **demonstrate** self-care techniques, such as the 5 Ways to Wellbeing.	
H7	I can **understand** how loneliness can affect children and the importance of discussing their feelings.	
H8	I can **understand** and can **describe** the negative impact of (cyber)bullying.	
H9	I can **understand** where to **seek** support in school and outside.	
H10	I can **recognise** that it is common for people to experience mental ill health.	
Physical health and fitness		
H18	I can **explain** and **justify** the mental and physical benefits of an active lifestyle.	
H19	I can **explain** and **demonstrate** how to look after my mental and physical health by being active.	
H20	I can **reflect** on the risks associated with an inactive lifestyle.	
H21	I can **understand** where to seek support if I am worried about my health.	

Internet safety and harms		
H11	I can **elaborate** on why the internet is an integral part of life and has many benefits.	
H12	I can **explain** and **justify** an appropriate amount of time online.	
H13	I can **examine** and **articulate** the effect of my online actions on others, display respectful behaviour online and keep personal information private.	
H14	I can **understand** the importance of following age restrictions on social media and gaming and understand why this is important.	
H15	I can **understand** that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place.	
H16	I can **analyse** consumer information online and **understand** that information is ranked, selected and targeted.	
H17	I can **understand** how to report concerns and get support with issues online.	
Healthy eating		
H24	I can **understand** the characteristics of a poor diet and risks associated (obesity, tooth decay and impact of alcohol).	

Health and prevention		
H28	I can **describe and demonstrate** strategies to help get good quality sleep.	
Basic first aid		
H32	I can **demonstrate** how to make a clear and efficient call to emergency services.	
H33	I can **understand and demonstrate** the use of basic first-aid or seek those who can.	
Changing adolescent body		
H34	I can **understand** key facts about puberty from age 9 - 11, including physical and emotional changes.	
H35	I can **understand** about menstrual wellbeing including the key facts about the menstrual cycle.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

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Relationships Education (PSHE) - Year 5 – Skills map

Caring friendships		
R9	I can **reflect** that healthy friendships are positive and welcoming towards others.	
R10	I can **explain** the ups and downs of friendships.	
R11	I can **recognise** who to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict and how to seek help or advice from others.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

Respectful relationships		
R12	I can respect and **explain** why respecting others even when they are very different from me is valuable.	
R13	I can **demonstrate** and **explain** the practical steps to improve or support respectful relationships.	
R14	I can **demonstrate** the conventions of courtesy and manners.	
R15	I can **recognise** how to respect myself.	
R16	I can **demonstrate** respect to others, including those in positions of authority.	
R17	I can **demonstrate** and take on responsibility to help if I see bullying happening.	
R18	I can **explain** what a stereotype is, and how stereotypes can be unfair, negative or destructive.	
R19	I can **discuss** what permission is in relationships.	

Online relationships		
R20	I can **recognise** that people sometimes behave differently online, including pretending to be someone they are not.	
R21	I can **demonstrate** respect to others online.	
R22	I can **recognise** risks, harmful content and contact online, and know how to report it.	
R23	I can critically **reflect** on my online friendships and sources of information.	
R24	I can **identify** how information and data is shared and used online.	

Being Safe		
R25	I can **choose** to have appropriate boundaries in friendships, with peers and others.	
R26	I can **observe** privacy and how it is not always right to keep secrets if it is about being safe.	
R28	I can **discuss** and respond safely and appropriately to adults including those I don't know.	
R29	I can **recognise** and report feelings of being unsafe or feeling bad about any adult.	
R30	I can **solve** problems by seeking advice or help for myself or others, and keep trying until I am heard.	
R31	I can confidently report and **describe** my concerns about safety.	
R32	I can **recognise** where to get advice.	

Health Education (PSHE) - Year 6 – Skills map

Mental Wellbeing		
H2	I can **describe** and **demonstrate** the normal range and scale of emotions.	
H3	I can **express** and talk about my emotions.	
H4	I can **reflect** on whether my feelings and behaviour is appropriate and proportionate.	
H5	I can **understand** benefits of 'Be Active' and 'Give' on mental wellbeing.	
H7	I can **understand** how loneliness can affect children and the importance of discussing their feelings.	
H8	I can **understand** and can **describe** the negative impact of (cyber)bullying.	
H9	I can **understand** where to seek support in school and outside.	
Physical health and fitness		
H18	I can **explain** and **justify** the mental and physical benefits of an active lifestyle.	
H19	I can **explain and demonstrate** after my mental and physical health by being active.	
H21	I **understand** where to seek support if I am worried about my health.	

Internet safety and harms		
H13	I can **examine** and **articulate** the effect of my online actions on others, display respectful behaviour online and keep personal information private.	
H17	I can **understand** how to report concerns and get support with issues online.	
Healthy eating		
H22	I can **understand** what constitutes a healthy diet (calories and nutrition).	
H23	I can **demonstrate** and **describe** a healthy meal.	
H24	I can **understand** the characteristics of a poor diet and risks associated (obesity, tooth decay and impact of alcohol).	

Drugs, alcohol and tobacco		
H25	I can **explain** the facts about legal and illegal harmful substances and associated risks.	
Health and prevention		
H28	I can **describe** and **demonstrate** strategies to help get good quality sleep.	
H31	I can **understand** the facts and science relating to allergies, immunisation and vaccination.	
Changing adolescent body		
H34	I can **understand** the key facts about puberty from age 9 - 11, including physical and emotional changes.	
H35	I can **understand** and can explain menstrual wellbeing including the key facts about the menstrual cycle.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

Relationships Education (PSHE) - Year 6 – Skills map

Families and the people who care for me		
R3	I can **recognise** the differences between different families.	
R6	I can **recognise** if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others.	
Caring friendships		
R7	I can **explain** how important friendships are in making us feel happy and secure.	
R8	I can **identify** the characteristics of healthy and positive friendships.	
R9	I can **reflect** that healthy friendships are positive and welcoming towards others.	
R10	I can **explain** the ups and downs of friendships.	
R11	I can **recognise** who to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict and how to seek help or advice from others.	

Respectful relationships		
R12	I can **reflect and explain** with others even when they are very different from me.	
R13	I can **demonstrate** and **explain** practical steps to improve or support respectful relationships.	
R14	I can **demonstrate** the conventions of courtesy and manners.	
R15	I **recognise** how to respect myself.	
R16	I can **demonstrate** respect to others, including those in positions of authority.	
R17	I can **demonstrate** and take responsibility to help if I see bullying happening.	
R18	I can **explain** what a stereotype is, and how stereotypes can be unfair, negative or destructive.	
R19	I can **discuss** what permission is in relationships.	
Online relationships		
R20	I can **recognise** that people sometimes behave differently online, including pretending to be someone they are not.	
R21	I can **demonstrate** respect to others online.	
R22	I can **recognise** risks, harmful content and contact online, and know how to report it.	
R23	I can critically **reflect** on my online friendships and sources of information.	
R24	I can **identify** how information and data is shared and used online.	

Being safe		
R25	I can **choose** appropriate boundaries in friendships, with peers and others.	
R26	I can **observe** privacy and how it is not always right to keep secrets if it is about being safe.	
R27	I can **identify** safe and appropriate contact with others.	
R28	I can discuss and **respond** safely and appropriately to adults including those I don't know.	
R29	I can **recognise** and **report** feelings of being unsafe or feeling bad about any adult.	
R30	I can **solve** problems by seeking advice or help for myself or others, and keep trying until I am heard.	
R31	I can confidently report and **describe** my concerns about safety. **recognise**	
R32	I can **recognise** where to get advice.	

Skills Key

- **Knowledge-based Skills**
- **Life/Transferable Skills**

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