

## PSHE

### Intent

As a Gold Rights Respecting School, we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils and help our students to understand their rights and responsibilities as citizens.

### Knowledgeable learners

- PSHE teaches children the knowledge and skills to make informed decisions about their wellbeing, health and relationships, preparing them for adult life in British society.
- Children are equipped with the knowledge and tools to begin to make informed economic decisions, to build lasting and respectful relationships and to learn how to stay safe in the wider world.
- Lessons support pupils to develop the skills, language and attributes they need to both manage life's challenges and make the most of life's opportunities.



### Confident communicators

- We teach age-appropriate subject specific vocabulary as part of each lesson.
- All lessons have an oracy focus where children are encouraged to share their views and they are given oracy scaffolds and visual support to help them communicate their ideas clearly.
- Children are taught how to be anti-racist and to use anti-racist language to challenge racial discrimination.
- Children are taught the language and standards needed to create and maintain respectful relationships within the classroom, school environment and wider world, enabling them to have positive, respectful and constructive relationships.
- Children are taught that British values are precious but not universal. They can articulate, in an age-appropriate way, what life might be like without one or more of them, using taught vocabulary.
- In EYFS children begin to learn about creating and thinking critically, having, developing and articulating their own ideas, making links between them and developing strategies for doing new things.



### Active citizens

- Children at Torriano understand that all children's needs are the same but that there are inequalities in the world around them and they learn to stand up for those who are treated unfairly through lessons on rights and the Sustainable Development Goals. They campaign for fairer treatment for others through Unicef Schools' global campaigns such as Outright and the Playground Challenge. They also take part in National Events such as Clean Air Day and Camden events such as The Takeover Challenge which focuses on local environmental and social issues.
- Our children learn to respect the different cultures and backgrounds in our community and understand that all families are unique and valid.
- We teach our children how to make informed decisions about technology including how to keep themselves safe, who to trust online, to recognise that online images can be manipulated and who can help them.



### Implementation

- Our scheme of work is based on the Camden PSHE curriculum and is carefully planned to ensure progression through each of the main strands of PSHE and Relationships and Health Education (RHE). Learning builds upon knowledge and skills from the previous year and ensures that children's understanding is developed and revisited.
- Our curriculum includes statutory Relationship and Health Education (RHE) and aspects of non-statutory Sex Education which is taught in year six.



- The curriculum is divided into three themes: Health and Wellbeing, Relationships and Living in the Wider World.
- Lessons are delivered weekly by the class teacher through whole class teaching but is also taught within other contexts such as assemblies, with outside agencies and whole school events and with the support of Camden's PSHE curriculum. Outside agencies have included workshops on Bike Training, Road Safety, Gangs and Knife Crime, Stop and Search, NSPCC -Staying Safe and Transition to Secondary
- RHE is embedded in all curriculum areas including personal, social and health and economic (PSHE) education. For example, some biological aspects of RHE will be taught within the science curriculum and online safety is taught within computing lessons.
- In line with DfE recommendations, non-statutory sex education is taught in year six. Children learn about the difference between an adult intimate/loving relationship and other types of relationships, how a baby is made and how a baby grows during pregnancy.
- Opportunities for cross-curricular learning through Science for growing, nutrition, teeth, diet and lifestyle and Computing for online safety provide consistent messages throughout the age ranges including how and where to access help.
- The PSHE lead supports teachers and monitors standards through insets, planning support, book monitoring and pupil voice.
- Staff, pupil and parent views are gathered through the school council, pupil conversations, insets, surveys and parent meetings. Curriculum improvement has been driven by these conversations including introducing anti-racist lessons, a Children's Anti-bullying policy, lessons on consent and a workshop on Stop and Search with London Metropolitan Police.
- In the Early Years Foundation Stage (EYFS), PSHE is taught as an integral part of teaching and continuous provision work and is embedded throughout the curriculum. At Torriano, we follow the non-statutory curriculum guidance Development Matters. In early years PSHE comes under the Personal, Social and Emotional Development (PSED) area of learning and is broken down into statutory Early Learning Goals covering key concepts and skills around: Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour.
- Specific areas are also covered, such as Physical Development; Health and self-care and Understanding the World; People and communities, and supports the teaching of Relationships; Health and Wellbeing along with Living in the Wider World. Teachers always reflect on the different rates at which children are developing and adjust their practice appropriately.
- In EYFS children also explore their sense of self and effortful control. Links to our learning in communication and language are strong and they begin to use vocabulary to express themselves effectively. We focus on the 'Zones of Regulation' to explore feelings and how we can support children's own self regulation.
- In KS1, children focus on the three themes of PSHE: Health and Wellbeing, Relationships and Living in the Wider World in age appropriate lessons.
- In KS2, children build on their knowledge from KS, exploring more complex themes but also learning about puberty from year five and sex education in year six.
- Pupils with SEND are included in all lessons where the statutory content and allows children time to explore, recognise and understand the subject content. This ensures pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics are explored within the context of both.

### Impact

- A meaningful PSHE curriculum supports children becoming happier, positive about school life as a whole, having a better understanding of rules and responsibilities, being able to handle setbacks and disagreements.
- An understanding of their inherent, indivisible, inalienable unconditional and universal rights, and how these rights can and should be protected.



- An understanding of our diverse and complex world, and empathy and respect for the rights of all individuals.
- Positive and constructive communication, with highly developed oracy skills.
- Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development.
- Risk management and balanced decision making, within the context of a changing and challenging world.

EYFS- Development Matters Skills related to PSHE				
	Communication and Language	Personal, Social and Emotional Development	Physical Development	Understanding the world
Nursery	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. personal hygiene.</li> <li>• Know and talk about the different factors that support their overall health and well-being: <i>regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</i></li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: <i>lining up and queuing, mealtimes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

## Early Learning Goals linked to PSHE

	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> </ul>
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## Health and Wellbeing

	year 1	year 2	year 3	year 4	year 5	year 6
<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>Learn about dental care, visiting the dentist; how to brush teeth correctly and food and drink that</li> </ul>	<ul style="list-style-type: none"> <li>Foods that support good health using the Eatwell Plate food groups.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what food groups make up meals.</li> <li>To explain how food choices can</li> </ul>	<ul style="list-style-type: none"> <li>To understand that food gives us energy- Science Link</li> <li>To understand the importance of nutrients</li> </ul>	<ul style="list-style-type: none"> <li>To review a day's menu and provide feedback on how it can be improved</li> <li>To explain the function of nutrients and fibre</li> </ul>	<ul style="list-style-type: none"> <li>To recap how to keep ourselves healthy- Science Links- animals inc humans- effect of lifestyle on heart</li> <li>To explain some of the health benefits of being active.</li> </ul>

	<p>support dental health.</p> <ul style="list-style-type: none"> <li>Learn that medicines including vaccinations help us to stay healthy.</li> <li>simple hygiene rules to stop germs spreading ie. washing hands.</li> </ul>	<ul style="list-style-type: none"> <li>The benefits of a diet with five portions of fruit and vegetables daily.</li> </ul>	<p>contribute to tooth decay</p>	<ul style="list-style-type: none"> <li>Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma and that it is important to follow instructions for use.</li> <li>Understand that infection can be spread through unclean hands and that hand washing can prevent the spread of infection</li> </ul>	<ul style="list-style-type: none"> <li>To explain the reasons it is important to keep hydrated.</li> <li>To explain that different types and portions of foods and drinks provide different amounts of energy.</li> <li>To identify and interpret information on food labels</li> </ul>	
<b>Mental Health</b>	<ul style="list-style-type: none"> <li>The importance of sleep</li> <li>To identify and manage a range of emotions.</li> <li>To understand positive and difficult emotions.</li> <li>To understand how different feelings can hurt us and how we can help our friends feel more positively.</li> </ul>	<ul style="list-style-type: none"> <li>How to cope with 'big feelings' including conflict and help calm themselves down and/or change their mood when they don't feel good</li> <li>to learn about different emotions including loneliness and loss and to recognise what helps people feel better.</li> <li>to recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</li> <li>Learn about ways of expressing feelings and emotions and why this is important</li> <li>Learn about managing feelings and emotions in different situations</li> <li>Learn about getting help, advice and support with feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Learn about getting help, advice and support with feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to talk about mental health &amp; well-being</li> <li>Know who can help us and how to ask for help</li> <li>Know the difference between a big and a small feeling</li> <li>Learn how to be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>consistent and accessible language to talk about mental health and wellbeing</li> <li>Learn about change, how it might make us feel and what strategies we can use to cope with these feelings</li> <li>understand the difference between a small, everyday feeling and a big feeling.</li> <li>Learn what mental health is and some of the things that can affect someone's mental health</li> <li>Learn about anxiety, how it might affect a person's state of mental health</li> <li>To understand how to develop positive self-talk</li> <li>To learn the importance of good sleep</li> </ul>
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>to recognise risk in everyday situations and what action to take to minimise harm.</li> <li>How to keep safe at home including around electrical appliances and fire safety.</li> </ul>	<ul style="list-style-type: none"> <li>to learn about different behaviours which might be bullying.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how to keep safe when walking on roads</li> <li>To learn how to be safe on dark roads</li> </ul>	<ul style="list-style-type: none"> <li><i>To explain how to keep safe around water</i></li> <li><i>Feel able to help someone who needs first aid (asthma attack)</i></li> <li><i>Learn that infection can spread through sneezing and coughing</i></li> <li><i>Learn about and practise kindness and coping skills</i></li> </ul>	<ul style="list-style-type: none"> <li>To understand how to keep safe when cycling.</li> <li>Understand what first aid is Learn first aid skills Feel able to help someone who needs first aid How to help someone with a burn</li> <li>Know how to make an emergency call and how to</li> </ul>	<ul style="list-style-type: none"> <li>Be able to: identify the differences between primary and secondary school</li> <li>describe how it might feel to move to secondary school and explain different ways of managing change.</li> </ul>

	<ul style="list-style-type: none"> <li>• How to dial 999 in an emergency</li> <li>• To learn about the people who keep us safe</li> </ul>			<p><i>and why they are important in first aid</i></p> <ul style="list-style-type: none"> <li>• <i>Learn about kindness and helping others Learn how to care for yourself and others</i></li> </ul>	help someone with a head injury	
Drugs Alcohol and tobacco	<ul style="list-style-type: none"> <li>• about things that people can put into their body or on their skin and how they can make you feel</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that medicines including vaccinations help us to stay healthy and how to stay safe around them.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the definition of a drug and that drugs(including medicines) can be harmful to people</li> <li>• Learn about the effects and risks of smoking tobacco and second-hand smoke</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</i></li> <li>• <i>To learn about the effects and risks of drinking alcohol</i></li> <li>• <i>To learn about different patterns of behaviour that are related to drug use</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn about different sources of health information and how we can make informed decisions</li> <li>• To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.</li> <li>• To understand that if antibiotics are taken, it is important to finish the course.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about assessing the level of risk in different situations involving drug use</li> <li>• To learn about ways to manage risk in situations involving drug use</li> <li>• To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs</li> </ul>
Ourselves, Growing and changing	<ul style="list-style-type: none"> <li>• how they are growing from young to old and how people's needs change as they grow.</li> <li>• to recognise what makes them special</li> <li>• to recognise ways in which we are all unique</li> </ul>	<ul style="list-style-type: none"> <li>• To know the correct name for body parts, including reproductive/sex parts</li> <li>• To know that all living things, including humans, start life as babies</li> </ul>	<ul style="list-style-type: none"> <li>• To know the correct name for body parts, including reproductive/sex parts</li> <li>• To know that all living things, including humans, start life as babies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To understand the main stages of the human lifecycle</i></li> <li>• <i>To understand the changes that humans go through at the different stages</i></li> <li>• <i>To know some of the basic facts about puberty and that each person experiences puberty differently</i></li> <li>• <i>To understand the importance of personal hygiene at puberty</i></li> <li>• <i>To know about different items that help keep us clean</i></li> </ul>	<ul style="list-style-type: none"> <li>• To think and talk about how they have grown and changed since they were babies</li> <li>• To know about the physical changes that happen at puberty</li> <li>• To understand what menstruation and wet dreams are and how to manage them</li> <li>• To know the importance of hygiene during puberty</li> <li>• To know how and why emotions and relationships change during puberty</li> <li>• Where to get help and support to manage these changes</li> <li>• To know how to deal with feelings in relationships</li> <li>• To identify the qualities of a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• To remind pupils about the physical, emotional and social changes that take place during puberty</li> <li>• To dispel myths around puberty</li> <li>• To know what constitutes a positive healthy relationship</li> <li>• To know that relationships change over time</li> </ul> <p><u>Non Statutory</u></p> <ul style="list-style-type: none"> <li>• To know the difference between an adult intimate/loving relationship and other types of relationships</li> <li>• To know how a baby is made (sexual intercourse)</li> <li>• To know how a baby is made and grows (conception and pregnancy)</li> <li>• To know what conception and pregnancy are</li> <li>• To understand the difference between a healthy and unhealthy relationship</li> </ul>

- To know that sexual intercourse is part of a sexual relationship

## Relationships

	year 1	year 2	year 3	year 4	year 5	year 6
<i>Families and close positive relationships</i>	<ul style="list-style-type: none"> <li>The importance of speaking to a trusted adult</li> <li>to understand the importance of compliments and how to recognise achievements.</li> <li>about different types of families including those that may e different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>To explore gender stereotypes in school</li> <li>about different types of families including those that may e different to their own</li> </ul>	<ul style="list-style-type: none"> <li>about different types of families including those that may e different from their own</li> <li>that families care for one another</li> </ul>	<ul style="list-style-type: none"> <li>about different types of families including those that may e different to their own</li> <li>that families care for one another</li> </ul>	<ul style="list-style-type: none"> <li>Self-Esteem lessons: Reflections on our lives and what makes us happy.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children know who the trusted adults in their life are and how to ask them for help and support</li> </ul>
<i>Friendships,</i>	<ul style="list-style-type: none"> <li>To learn about the qualities of a good friend and how to make friends.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that my behaviour can affect how others feel and behave.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the qualities of a good friend</li> </ul>	<ul style="list-style-type: none"> <li>To understand rights in a friendship.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the concept of fairness and how people decide what is fair and unfair.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the qualities of a good friend</li> <li>skills and techniques to be good listeners</li> </ul>
<i>Managing hurtful behaviour and bullying,</i>	<ul style="list-style-type: none"> <li>To identify behaviour which might be bullying and how people might feel if they experience hurtful behaviour or bullying.</li> </ul>	<ul style="list-style-type: none"> <li>To identify what bullying is and how it makes people feel</li> </ul>	<ul style="list-style-type: none"> <li>To explore ways of resolving conflict and what to do if the conflict escalates.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of the role of victims, bullies and bystanders.</li> <li>To explain the importance of asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>To explore how and why people are excluded – focus on rumours</li> </ul>	<ul style="list-style-type: none"> <li>To identify behaviour which might be bullying and how people might feel if they experience hurtful behaviour or bullying</li> <li>to understand how they can stand up to bullying</li> </ul>
<i>Safe relationships,</i>	<ul style="list-style-type: none"> <li>To understand what a 'bad' secret or adult secret is and who they should speak to.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and learn the PANTS rule</li> </ul>	<ul style="list-style-type: none"> <li>To know you can say no to bad touch-consent</li> <li>To identify positive thoughts.</li> <li>To explore healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li><i>To identify and resist pressurising and manipulative behaviour</i></li> </ul>	<ul style="list-style-type: none"> <li>To know I have the right to say no.</li> <li>Importance of consent</li> <li>How to respond safely and appropriately to adults they may encounter whom they do not know.</li> </ul>	<ul style="list-style-type: none"> <li>To know I have the right to say no.</li> <li>Importance of consent</li> <li>How to respond safely and appropriately to adults they may encounter whom they do not know.</li> </ul>
<i>Respecting self and others.</i>	<ul style="list-style-type: none"> <li>To recognise that the parts of their body covered by</li> </ul>	<ul style="list-style-type: none"> <li>To understand what pride is and how it feels to be proud of yourself.</li> </ul>	<ul style="list-style-type: none"> <li>To know about stereotyping of males and females</li> </ul>	<ul style="list-style-type: none"> <li>To understand aspects of discrimination, Lifting Limits, Anti-racist lessons, LGBTQTo understand</li> </ul>	<ul style="list-style-type: none"> <li>To understand reasons for migration.</li> <li>To learn about gender stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>To explore ways in which human beings are similar and different is prejudice a barrier to friendships</li> </ul>

	underwear are private (PANTS rule).		<ul style="list-style-type: none"> <li>To understand the link between gender stereotyping and discrimination</li> <li>To explore family differences and challenge stereotyping</li> <li>To understand that people sometimes have stereotypes about families</li> </ul>	<p>how stereotypes can label people</p> <ul style="list-style-type: none"> <li>Lifting Limits Anti-racist lessons- part of Ada Lovelace day, black history season and our current topic of migration, particularly with the case study of the Windrush generation.</li> <li>To understand that every individual no matter what their gender should be treated with equal respect and opportunities Lifting Limits</li> <li>Pupils learn about prejudice and how <i>discrimination can affect people</i></li> </ul>	<ul style="list-style-type: none"> <li>To develop a sense of belonging.</li> <li>To understand the difference between religion and culture</li> </ul>	
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Living in the Wider World

	year 1	year 2	year 3	year 4	year 5	year 6
<b>Communities</b>	<ul style="list-style-type: none"> <li>About diversity: what it means</li> <li>About prejudice: how to recognise behaviours which discriminate against others.</li> <li>that girls and boys needs are the same.</li> <li>Stereotypes: how there are lots of different toys which can be enjoyed by everyone whether they are a girl or a boy.</li> <li>What racism is</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn about what identity is and explore what makes everyone unique and special</li> <li>what anti-racist means</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn about what identity is and explore what makes everyone unique and special</li> <li>How to be anti-racist</li> </ul>	<ul style="list-style-type: none"> <li>About diversity: what it means</li> <li>How to be anti-racist</li> </ul>	<ul style="list-style-type: none"> <li>About diversity: what it means</li> <li>How to be anti-racist</li> </ul>	<ul style="list-style-type: none"> <li>About diversity: what it means</li> <li>How to be anti-racist, what actions can we do?</li> <li>To understand stereotypes associated with homelessness.</li> <li>To understand hidden homelessness.</li> <li>To learn what is meant by privilege.</li> </ul>
<b>Shared responsibilities</b>	<ul style="list-style-type: none"> <li>To learn about the importance of voting and democracy</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the importance of</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the importance of voting and democracy</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the importance of voting and democracy.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the importance of voting and democracy</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the importance of voting and democracy</li> </ul>

	<ul style="list-style-type: none"> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>	<p>voting and democracy</p> <ul style="list-style-type: none"> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>	<ul style="list-style-type: none"> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>	<ul style="list-style-type: none"> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>	<ul style="list-style-type: none"> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>	<ul style="list-style-type: none"> <li>To understand how a parliamentary debate takes place in the House of Commons.</li> <li>To learn about children's rights, and rules and make a class charter together.</li> <li>World's Largest Lesson- SDG's</li> </ul>
<p><b>Media literacy and digital resilience</b></p>	<ul style="list-style-type: none"> <li>to learn what personal information is.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that not everything online is trustworthy.</li> <li>To make decisions on what they trust online using agreed criteria</li> <li>To understand how images are manipulated online.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the content which may be appropriate or inappropriate to share online</li> <li>To identify appropriate people to turn to for help.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what trust means when online</li> <li>To know what to do if they have any concerns about something they experience online.</li> <li>To understand the concept of appearance ideals in online content.</li> <li>To explore ways to communicate in a relationship and know when it is appropriate to share personal information and the risks of meeting people online</li> <li>To learn how to manage screen time and maintain a healthy balance</li> </ul>
<p><b>Economic Wellbeing: money, aspirations, work and careers.</b></p>	<ul style="list-style-type: none"> <li>The difference between needs and wants; is that sometimes people may not always be able to have the things they want.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the link between being paid to do a job and having money to spend.</li> <li>To make consumer choices and explain their decisions.</li> <li>To explore gender stereotypes in careers</li> </ul>	<ul style="list-style-type: none"> <li>To understand the link between being paid to do a job and having money to spend.</li> <li>To make consumer choices and explain their decisions.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways to save and the benefits of saving.</li> <li>To understand what we spend money on.</li> </ul>	<ul style="list-style-type: none"> <li>ICE location lesson – How can we keep our community and ourselves feeling safe?</li> <li>To understand deductions from payslips and budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>know there are a range of salaries for different jobs</li> <li>To understand 'value for money'.</li> </ul>



Autumn

Assemblies  
 Parliament Week, School Council Elections, Global Goals Week, International Day of Peace, Ada Lovelace Day, World Democracy Day, Children's Takeover Challenge, World Children's Day, NSPCC, Human Rights Day, Black History Season, Anti-Bullying Week, Odd socks Day, Mental Health Week, Remembrance Day, Road Safety Week, World Children's Day

N	R	Year 1 (Autumn 1)	Year 2 (Autumn 1)	Year 3 (Autumn 1)	Year 4 (Autumn 1)	Year 5 (Autumn 1)	Year 6 (Autumn 1)
<p><u>Health and Wellbeing</u></p> <p>To identify people in my class and how they are similar or different</p> <p>To recognise achievements</p> <p>To play with other children.</p> <p>To identify how to keep clean and healthy.</p>	<p><u>Health and Wellbeing</u></p> <p>To set goals using the values bar</p> <p>To identify people in my class and how they are similar or different-respectful</p> <p>To explain how to be kind to others- right to be treated fairly</p> <p>To identify how to keep clean and healthy.</p> <p>The Pants Rule</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To understand the rights of a child</p> <p><u>Living in the wider World- Communities Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally.                      To learn what racism is</p> <p><u>Health and Wellbeing/ Healthy lifestyles</u>                      To understand how to keep teeth healthy and that teeth change as we grow</p> <p>To understand the importance of food to keep us healthy</p> <p>To understand basic hygiene principles and how some diseases are spread and how they can be controlled</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To understand the rights of a child</p> <p><u>Living in the wider World- Communities/ Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally                      to learn what racism is and what it means to be anti-racist</p> <p><u>Health and Wellbeing</u>                      To identify healthy snack options.</p> <p>To be able to recognise and name and the 5 groups from the Eatwell plate</p> <p>To understand the benefits of eating at least 5 portions of fruit and vegetables.</p> <p><u>Drugs Education</u>                      To learn why medicines are taken                      To learn where medicines come from</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To understand the rights of a child</p> <p><u>Living in the wider World- Communities Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally                      To challenge racism</p> <p><u>Health and Wellbeing</u>                      To understand what food groups make up meals.</p> <p>To explain how food choices can contribute to tooth decay</p> <p><u>Relationships</u>                      To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learn about ways of expressing feelings and emotions and why this is important</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To understand the rights of a child                      To set a goal</p> <p><u>Living in the wider World- Communities/ Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally                      To challenge racism</p> <p><u>Health and Wellbeing</u>                      To understand that food gives us energy</p> <p>To understand the importance of nutrients</p> <p><u>Drugs Education</u>                      Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To understand the rights of a child                      To set a goal</p> <p><u>Living in the wider World- Communities Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally.                      to challenge racism</p> <p><u>Health and Wellbeing</u>                      To review a day's menu and provide feedback on how it can be improved                      To explain the function of nutrients and fibre                      To explain the reasons it is important to keep hydrated.                      To explain that different types and portions of foods and drinks provide different amounts of energy.                      To identify and interpret information on food labels.</p>	<p><u>Living in the wider World/ Shared Responsibilities</u>                      Class charters and goal setting                      To set a goal</p> <p><u>Living in the wider World- Communities/ Black History Season</u>                      To understand that not all people look the same and that all people have the right to be treated equally.                      To challenge racism</p> <p><u>Health and Wellbeing</u>                      To recap how to keep ourselves healthy</p> <p>To explain some of the health benefits of being active.</p> <p><u>Drugs Education</u>                      To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>To learn about assessing the level of risk in different</p>

			To learn how to stay safe around medicines	Learn about managing feelings and emotions in different situations Learn about getting help, advice and support with feelings and emotions	To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them  To learn about the effects and risks of drinking alcohol  To learn about different patterns of behaviour that are related to drug use.		situations involving drug use  To learn about ways to manage risk in situations involving drug use	
			<i>Year 1</i> <i>(Autumn 2)</i>	<i>Year 2</i> <i>(Autumn 2)</i>	<i>Year 3</i> <i>(Autumn 2)</i>	<i>Year 4</i> <i>(Autumn 2)</i>	<i>Year 5</i> <i>(Autumn 2)</i>	<i>Year 6</i> <i>(Autumn 2)</i>
		<p><u>Living in the wider World /Parliament Week</u> To understand why voting is important</p> <p><u>Relationships Anti-Bullying Week</u> To be able to identify different behaviours which might be bullying</p> <p><u>Mental Health</u> To identify a range of emotions To understand and recognise positive and difficult emotions.  To increase understanding and recognition of a variety of feelings and have some strategies to help others feel more positively</p>	<p><u>Living in the wider World /Parliament Week</u> To understand how the UK parliament is formed.</p> <p><u>Relationships Anti-Bullying Week</u> To identify what bullying is and how I makes people feel.  To understand conflict  To explain what to do when conflict escalates. To explain how to resolve conflict</p>	<p><u>Living in the wider World /Parliament Week</u> To explain why democracy is important</p> <p><u>Relationships Anti-Bullying Week</u> To developing an awareness and definition of bullying and unkindness.  To explore ways of resolving conflict.  To understand what to do if a conflict escalates</p>	<p><u>Living in the wider World /Parliament Week</u> To explain the importance of asking questions.</p> <p><u>Relationships Anti-Bullying Week</u> To developing an awareness of the role of victims, bullies and bystanders.</p> <p><u>Health and Wellbeing</u> Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection  Learn that infection can spread through sneezing and coughing  Understand that covering the mouth when sneezing can prevent the spread of infection</p>	<p><u>Living in the wider World /Parliament Week</u> To explore the concept of fairness and how people decide what is fair and unfair.</p> <p><u>Mental Wellbeing</u> Learn how to talk about mental health and wellbeing Know who can help us and how to ask for help Know the difference between a big and a small feeling  Learn how to be a good listener  <u>Relationships Anti-Bullying Week</u> To explore how and why people are excluded  <u>Health and Wellbeing Basic First-Aid</u> <i>Understand what first aid is</i> <i>Learn first aid skills</i> <i>Feel able to help someone who needs first aid</i> <i>How to help someone with a burn/head injury/bleeding a lot</i></p>	<p><u>Living in the wider World /Parliament Week</u> To understand how a parliamentary debate takes place in the House of Commons</p> <p><u>Mental Wellbeing</u> To learn how to talk about mental health and wellbeing To know who can help us and how to ask for help To know the difference between a big and a small feeling To learn how to be a good listener. To explore ways in which human beings are similar and different  <u>Living in the wider World Anti-Bullying Week/Online Safety</u> To understand what trust means when online  To know what to do if they have any concerns about something they experience online</p>	



						Make an emergency call	Relationships To understand the concept of appearance ideals
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**Spring**  
Assemblies - Holocaust Memorial Day, Martin Luther King Day, Chinese/Lunar New Year, Children's Mental Health Week, Safer Internet Day, International Mother Language Day, International Women's Day, World Water Day

Nursery	Reception	Year 1 (Spring 1)	Year 2 (Spring 1)	Year 3 (Spring 1)	Year 4 (Spring 1)	Year 5 (Spring 1)	Year 6 (Spring 1)
<p><u>Living in the Wider World</u></p> <p>To learn how to keep myself safe</p> <p>To celebrate being similar and different.</p> <p>To understand and explain the importance of an active lifestyle</p> <p>To identify and understand basic feelings beginning to understand how others feel</p>	<p><u>Living in the Wider World</u></p> <p>To learn how to keep myself safe</p> <p>To understand feeling proud</p> <p>To understand differences</p> <p>To understand how to stay safe online</p> <p>To identify and understand basic feelings.</p>	<p><u>Relationships</u> To sort wants and needs</p> <p>To explore boy and girl needs and wants</p> <p>To celebrate being me Difference and similarities</p> <p><u>Online Safety</u> To teach children about personal information</p> <p>To understand personal Information</p> <p><u>Keeping Safe</u> identify places And people who make me feel safe</p> <p>To explain what a safe and inviting classroom looks like.</p> <p>To identify how to keep safe at home</p>	<p><u>Relationships</u> To explore needs and wants To understand life in different countries</p> <p><u>Living in the Wider World</u> To explore how life is different around the world</p> <p><u>Online Safety</u> To understand what personal information is and who to trust online</p> <p><u>Mental Wellbeing</u> <i>To recognise and describe different feelings in themselves and others</i></p>	<p><u>Living in the Wider World</u> To understand the link between being paid to do a job and having money to spend To make consumer choices and explain their decisions</p> <p><u>Online Safety</u> To understand how to stay safe online</p> <p><u>Keeping Safe</u> To explain how to keep safe when walking on roads.</p>	<p><u>Living in the Wider World</u> To understand what we spend money on</p> <p>To understand ways to save and the benefits of saving</p> <p><u>Relationships</u> Learn about kindness and helping others</p> <p>Learn about and practise coping skills</p> <p>Learn how to care for yourself and others Learn about kindness and helping others Learn how to care for yourself and others</p> <p><u>Basic First Aid</u> Learn how to help someone having an asthma attack Learn about kindness and helping others Learn about coping skills</p>	<p><u>Living in the Wider World</u> To understand deductions from payslips To understanding budgeting</p> <p>To understand reasons for migration.</p> <p>To explore migration.</p> <p><u>Health Education</u> To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general.</p> <p>To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.</p> <p>To understand that if antibiotics are taken, it is important to finish the course</p>	<p><u>Living in the Wider World</u> To know there are a range of salaries for different jobs.</p> <p>To understand 'value for money'.</p> <p>To understand stereotypes associated with homelessness To understand hidden homelessness</p> <p><u>Health Education</u> To learn about mental health; what it means and how we can take care of it</p> <p>To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p>



# Torriano PSHE Progression Document



		<i>Year 1</i> <i>(Spring 2)</i>	<i>Year 2</i> <i>(Spring 2)</i>	<i>Year 3</i> <i>(Spring 2)</i>	<i>Year 4</i> <i>(Spring 2)</i>	<i>Year 5</i> <i>(Spring 2)</i>	<i>Year 6</i> <i>(Spring 2)</i>
					Learn how to care for yourself and others Feel able to help someone who needs first aid (a broken arm)  <u>Keeping Safe</u>  To explain how to keep safe around water.		
		<u>Mental Health</u> To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep  <u>Drug Education</u> To recognise that different things that go into bodies can make people feel good or not so good  To be able to identify whether a substance might be harmful to take in  To know how to ask for help if they are unsure whether something should go into the body  To know that substances can be absorbed through the skin  To be able to recognise that different things that people put on to bodies can make them feel good or not so good	<u>Mental Health</u> Learn that feelings change and that not everyone experiences the same feeling in the same situation  Learn about 'big' feelings and how to manage them  <u>Basic First Aid</u> To be able to identify and make safe risks and hazards in and around the home.  To learn how to help someone without risk to themselves.  To be able to identify risks and hazards at school and know how to keep themselves safe.  <u>Lifting Limits</u> To explore gender stereotypes in careers	<u>Keeping Safe</u> To explain how to keep safe when walking on roads  <u>Drug Education</u> To learn the definition of a drug and that drugs (including medicines) can be harmful to people  Learn about the effects and risks of smoking tobacco and secondhand smoke  <u>Basic First Aid</u> Know what to do and how to call for help if you are faced with an emergency situation  To know that bacteria, viruses and fungi are three different types of microbe  To understand that microbes are found everywhere	<u>Keeping Safe</u> To explain how to keep safe around water  <u>Online Safety</u> To understand that not everything online is trustworthy  To make decisions on what they trust online using agreed criteria  To understand how images are manipulated online.  <u>Lifting Limits</u> To understand how stereotypes can label people	<u>Online Safety</u> To understand content which may be appropriate or inappropriate to share online  To identify appropriate people to turn to for help  To understand how to keep safe when cycling.  <u>Lifting Limits</u> To understand gender stereotypes.	<u>Online Safety</u> Identify different tactics someone might use to manipulate another person online  Explain what to do if someone tries to pressure or manipulate them  To begin to identify risks and risky behaviour  <u>Lifting Limits</u> To challenge gender stereotypes

		To be able to state some basic safety rules for things that go on to the body					
		<u>Basic First Aid</u> To know how to make an emergency call					

Summer

*Asemblies: Refugee Week, World Environment Day, healthy Eating Week, Windrush Day, Bastille Day*

N	R	Year 1 (Summer 1)	Year 2 (Summer 1)	Year 3 (Summer 1)	Year 4 (Summer 1)	Year 5 (Summer 1)	Year 6 (Summer 1)
<p><u>Relationships</u> To understand the feeling of loss</p> <p>To talk about our friends and family</p> <p>To consider the routines and patterns of a typical day</p> <p>To explain how to keep myself clean and healthy and explain why it is important</p> <p>To identify the people in my family and explain where I can get help</p> <p>To identify basic ways to use medicine correctly</p> <p>To identify how to manage feelings</p> <p>Talk about their feelings using</p>	<p><u>Relationship</u> To explain what a healthy lifestyle is</p> <p>To consider the routines and patterns of a typical day</p> <p>To explain how to keep myself clean and healthy and explain why it is important</p> <p>To identify the people in my family and explain where I can get help</p> <p>To explore gender stereotypes</p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p>To explain the importance of Compliments</p> <p>To recognise positive qualities in themselves.</p> <p>To recognise achievements</p> <p>To identify the qualities of a good friend.</p> <p>To identify what to say to a new friend.</p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p><u>Relationships Education/Staying Safe</u> To understand and learn the PANTS rules</p> <p>To understand that they have the right to say "no" to unwanted touch</p> <p><u>Lifting Limits</u> To introduce the concept of male and female and gender stereotypes</p> <p>To identify differences between males and females</p> <p><u>Science/Growth and Development</u> To explore some of the differences between males and females</p> <p>Understand that a male and female are needed to make a new life</p> <p>To know the correct names for body parts, including</p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p> <p><u>Science</u> To know the biological differences between males and females</p> <p><u>Respectful Relationships</u> To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p> <p><u>Keeping Safe</u> To know you can say no to bad touch</p> <p><u>Mental Wellbeing</u> To identify positive thoughts</p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p><u>Science</u> To understand the main stages of the human lifecycle</p> <p><u>Health Education/Changing adolescent body</u> To understand the changes that humans go through at the different stages</p> <p>To know some of the basic facts about puberty</p> <p>To know each person experiences puberty differently</p> <p>To understand the importance of personal hygiene at puberty</p> <p>To know about different items that help keep us clean</p> <p><u>Relationships</u> To recognise positive things about themselves</p> <p><u>Lifting Limits</u></p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p><u>Science</u> To think and talk about how they have grown and changed since they were babies</p> <p><u>Health Education/Changing adolescent body</u> To know about the physical changes that happen at puberty</p> <p>To understand what menstruation and wet dreams are</p> <p>To know how to manage menstruation and wet dreams</p> <p>To know the importance of hygiene during puberty</p> <p>To know how and why emotions and relationships change during puberty</p> <p>To know where to get help</p>	<p><u>Relationships</u> To identify the qualities of a good friend</p> <p><u>Health Education</u> To remind pupils about the physical, emotional and social changes that take place during puberty</p> <p>To dispel any myths about puberty</p> <p>To explore some of the concerns people might have during puberty</p> <p><u>Relationships Education</u> To know what constitutes a positive healthy relationship</p> <p>To know that relationships change over time</p> <p><u>Sex Education - Non Statutory</u> To know the difference between an adult intimate/loving relationship and other types of relationships</p>



# Torriano PSHE Progression Document



<p>words like 'happy', 'sad', 'angry or 'worried'.</p> <p>To explain how to use medicine safely</p> <p>To prepare for change</p>		reproductive/sex parts		<p>To challenge gender stereotyping</p> <p>To understand aspects of discrimination</p>	<p>and support to manage changes during puberty</p>	<p>To know how a baby is made (sexual intercourse)</p> <p>To know what pregnancy is know how a baby is made and grows (conception and pregnancy)</p> <p><u>Relationships Education</u> To understand the difference between a healthy and unhealthy relationship</p>
	<p><b>Year 1</b> (Summer 2)</p>	<p><b>Year 2</b> (Summer 2)</p>	<p><b>Year 3</b> (Summer 2)</p>	<p><b>Year 4</b> (Summer 2)</p>	<p><b>Year 5</b> (Summer 2)</p>	<p><b>Year 6</b> (Summer 2)</p>
	<p><u>Being Safe</u> To understand 'bad' secrets</p> <p><u>Science/Growth and Development</u> To know they are growing and changing and that everyone grows and changes this includes babies becoming children and then becoming adults</p> <p><u>Lifting Limits</u> To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl</p> <p>To know there are different types of family and that all families have a special role in children's lives</p> <p>To recap what a good friend is.</p>	<p>To know about growing young to old</p> <p>To know that all living things, including humans start life as babies</p> <p>To identify ways they are growing and changing</p> <p><u>Relationships/Families and people who care for me</u> To know that everyone needs to be cared for</p> <p>To know how they can care for others</p> <p>To know about different types of families</p> <p>To know their home life is special</p> <p><u>Respectful Relationships</u> To understand pride To recognise how it feels to be proud of someone else. To explain why you are proud of someone else</p>	<p>To explore the concept of self-talk.</p> <p><u>Caring Relationships</u> To explore healthy relationships.</p> <p>To recap what a good friend is</p>	<p><u>Caring Relationships</u> To understand rights and responsibilities in a friendship</p> <p><u>Online Safety</u> To identify and resist pressurising and manipulative behaviour</p> <p>To understand how a child's online actions can affect others</p>	<p><u>Relationship Education</u> To know how to deal with feelings in relationships</p> <p><u>Mental Wellbeing</u> To develop a sense of belonging.</p> <p>To recap the qualities of a good friend</p>	<p><u>Respectful Relationships</u> how to communicate in a relationship and know when it is appropriate to share personal information</p> <p><u>Online Safety</u> To know some of the risks of meeting people online</p> <p><u>Mental Wellbeing</u> Be able to identify the differences between primary and secondary school</p> <p>To describe how it might feel to move to secondary school</p> <p>To explain different ways of managing change. To understand how to develop positive self-talk To learn how to manage screen time and maintain a healthy balance To learn the importance of good sleep</p>