

Pirbright Village Primary School

Coverage in Relationships, RSE and Health Education



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1						
Topic	Earth, Wind and Fire!	Far, Far Away			Nurturing Nature	
	Families and Friends, Keeping Safe, Health, Mental Health & Being Responsible	Health, Mental Health, Being Responsible & Economic Wellbeing			Mental Health, Being Responsible & Economic Wellbeing	
R & H Education RSE	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. how to listen to other people and play and work cooperatively about how people may feel if they experience hurtful behaviour or bullying where to get advice e.g. family, school and/or other sources. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard about knowing there are situations when they should ask for permission and also when their permission should be sought about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist to recognise that not everyone feels the same at the same time, or feels the same about the same things how feelings can affect people's bodies and how they behave to recognise what makes them special to recognise the ways in which we are all unique 	<ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings to recognise that not everyone feels the same at the same time, or feels the same about the same things how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. how and when to seek support including which adults to speak to in school if they are worried about their health 			<ul style="list-style-type: none"> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) <p>that everyone has different strengths^{SEP}; relation to jobs</p> <ul style="list-style-type: none"> to introduce the concept of growing and changing that people make different choices about how to save and spend money that money needs to be looked after; different ways of doing this that everyone has different strengths^{SEP}; relation to jobs that jobs help people to earn money to pay for things. 	

	<ul style="list-style-type: none"> to identify what they are good at, what they like and dislike the conventions of courtesy and manners. about how to treat themselves and others with respect to recognise the ways they are the same as, and different to, other people why rules are needed, and why different rules are needed for different situations about the different roles and responsibilities people have in their community about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say) about how the internet and digital devices can be used safely to find things out and to communicate with others about the role of the internet in everyday life 		
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YEAR 2

Topic	Passport to the World		Living, Dead and Never Been Alive			Victorians	
	Families and Friendships	Economic Wellbeing	Keeping Safe	Health and Prevention	Responsibility for yourself and others	Keeping Safe	Mental Health
R & H Education RSE	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships that stable, caring relationships, which may be of different types, are at 	<ul style="list-style-type: none"> about the difference between needs and wants; that sometimes people may not always be able to have the things they want different jobs that people they know or people who 	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits that people sometimes behave differently online, including by pretending to be someone they are not basic rules to keep safe 	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). the importance of sufficient good quality sleep for good health that medicines 	about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) that household products (including medicines) can be harmful if not used correctly how people and other living things	<ul style="list-style-type: none"> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online that each person's body belongs to them, and the differences between appropriate and inappropriate 	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and

	<p>the heart of happy families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To introduce the concept of male and female and gender stereotypes to recognise the ways in which they are the same 	<p>work in the community do</p> <ul style="list-style-type: none"> about some of the strengths and interests someone might need to do different jobs 	<p>online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <ul style="list-style-type: none"> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online 	<p>(including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <ul style="list-style-type: none"> how to keep safe in the sun about growing and changing from young to old and how people's needs change to identify difference between males and females to explore some of the differences between males and females to understanding how this is part of the lifecycle. <p>to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>	<p>have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p> <p>about what to do if there is an accident and someone is hurt</p> <p>how to get help in an emergency (how to dial 999 and what to say)</p> <p>about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding 	<p>physical wellbeing.</p> <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better how to manage
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	and different to others					<ul style="list-style-type: none">• others is not acceptable; about rules and age restrictions that keep us safe• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	<p>when finding things difficult</p> <ul style="list-style-type: none">• how to talk about and share their opinions on things that matter to them• about preparing to move to a new class/year group
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YEAR 3

YEAR 3					
Topic	Clubs and Cavemen		Exhilarating Egyptians	Engaging Environments	
	Families & Friends	Keeping Safe Online	Health & Prevention Money Matters Economic Wellbeing	Community & Wider World Responsibility for yourself and for others	Wellbeing & Sun Safety Mental Health and Keeping Safe (sun)
R & H Education RSE	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<ul style="list-style-type: none"> about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. how to make informed decisions about health how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 	<ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws about the different groups that make up their community; what living in a community means about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say) to explore the differences between male and females and to name the body parts. 	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. the importance of self-respect and how this links to their own happiness. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) to recognise their individuality and personal qualities about preparing to move to a new class/year group about the benefits of sun exposure and risks of overexposure

	<ul style="list-style-type: none"> • to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • that a feature of positive family life is caring relationships; about the different ways in which people care for one another • about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • that personal behaviour can affect other people; to recognise and model respectful behaviour online • to explore different types of families and who to go to for help and support. 	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • the importance of balancing time online with other activities; strategies for managing time online • reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • to consider touch and to know that a person has the right to say 			
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what they like and dislike.

YEAR 4

Topic	Cracking Contraptions	Extreme Earth	Myths and Legends		Should we thank the Romans for invading Britain?		
	Keeping Safe	Families and Friends	Health and Prevention	Mental Health	Health and Prevention	Responsibility for Yourself and Others	Economic Wellbeing
<p>R & H Education RSE</p>	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. how information and data is shared and used online. how to respond 	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. how to ask for advice or help for themselves or others, and to keep trying until they are heard. what sorts of boundaries 	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it to explore the human lifecycle-describe 	<ul style="list-style-type: none"> to recognise that feelings can change over time and range in intensity about everyday things that affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking the importance of seeking support if 	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist the principles of planning and preparing a range of healthy meals. what constitutes a healthy diet (including understanding calories and other nutritional content). the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, 	<p>about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say)</p> <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries about discrimination: what it means and how to challenge it to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to 	<ul style="list-style-type: none"> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants about stereotypes in the workplace and that a person's career aspirations should not

	<p>safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • about seeking and giving permission (consent) in different situations 	<p>are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for 	<p>the main stages and the body changes that happen when a child grows up</p> <ul style="list-style-type: none"> • to identify some basic facts about puberty- male and female body parts and know some of the changes to the body during puberty • to know how puberty is linked to reproduction • to know about the physical and emotional changes that happen in puberty <p>to understand that children change into adult so that they are able to reproduce.</p>	<p>feeling lonely or excluded</p>	<p>smoothies and fruit teas; the effects of smoking)</p> <ul style="list-style-type: none"> • 	<p>be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship</p> <ul style="list-style-type: none"> • to recognise there are human rights, that are there to protect everyone • about the relationship between rights and responsibilities <p>to value the different contributions that people and groups make to the community</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>be limited by them</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>about preparing to move to a new class/year group</p>
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	<ul style="list-style-type: none"> • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) <p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)</p>	<ul style="list-style-type: none"> • how to include them strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • how friendships can change over time, about making new friends and the benefits of having different types of friends <p>that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>					
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YEAR 5

Topic	To Infinity and Beyond	In Your Imagination	Journey Around the World	The Diversity of Life	Raiders and Invaders		
	Keeping Safe (E-Safety)	Mental Health	Families and Friendships	Health and Prevention (Puberty)	Responsibility for yourself and others & Keeping Safe	Economic Wellbeing	

<p>R & H Education n RSE</p>	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • about why someone may behave differently online, including pretending to be someone they are • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • strategies for recognising risks, harmful content and contact; how to report concerns strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • about the importance of keeping personal information 	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. <ul style="list-style-type: none"> • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 	<ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • the characteristics and mental and physical benefits of an active lifestyle <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle. • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) 	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <ul style="list-style-type: none"> • about what to do if there is an accident and someone is hurt • how to get help in an emergency (how to dial 999 and what to say) • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about <ul style="list-style-type: none"> • about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • how to recognise pressure from others to do something unsafe or • contact • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • the characteristics and mental and physical benefits of an active lifestyle • how to recognise that habits can have both positive and negative effects on a healthy lifestyle <ul style="list-style-type: none"> • how to recognise early signs of physical illness 	<ul style="list-style-type: none"> • different ways to keep track of money <ul style="list-style-type: none"> • about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • to identify the kind of job that they might like to do when they are older • about preparing to move to a new class/year
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	private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content			<ul style="list-style-type: none"> how to recognise that habits can have both positive and negative effects on a healthy lifestyle how to recognise early signs of physical illness how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer 	<ul style="list-style-type: none"> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer <p>that makes them feel uncomfortable and strategies for managing this</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. recognise that drug use can become a habit which can be difficult to breath to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others about why people choose to use or not use drugs (including nicotine, alcohol and medicines) about the mixed messages in the media about drugs, including alcohol and smoking/vaping about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns 	
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YEAR 6

Topic	To Be a Child in World War II		Celebrating Me!		A Visit to Central and South America	
	E-Safety	Health and Wellbeing	Mental Health	Health and Prevention (RSE)	Becoming Independent	Economic wellbeing

<p>R & H Education n RSE</p>	<p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>about how text and images in the media and on social media can be manipulated or invented;</p> <p>strategies to evaluate the reliability of sources and identify misinformation</p>	<p>benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. the characteristics and mental and physical benefits of an active lifestyle.</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3</p> <p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>about what to do if there is an accident and someone is hurt</p> <p>how to get help in an emergency (how to dial 999 and what to say</p> <p>about the new opportunities and responsibilities that increasing independence may bring</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>carry out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>about what to do if there is an accident and someone is hurt</p> <ul style="list-style-type: none"> • how to get help in an emergency (how to dial 999 and what to say <p>about the new opportunities and responsibilities that increasing independence may bring</p> <ul style="list-style-type: none"> • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and 	<ul style="list-style-type: none"> • about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • to identify the ways that money can impact on people's feelings and emotions • to recognise a variety of routes into careers (e.g. college, apprenticeship, university) • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid <p>strategies to manage transition to secondary</p>
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• about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

• problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

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lifestyle are different to their own

• how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

• carry out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)