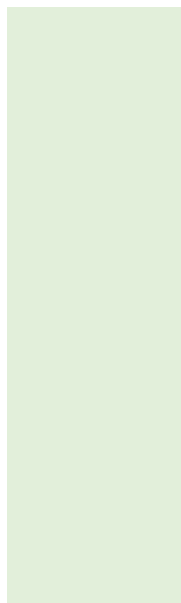


| | P5 | P6 | P7 | P8 |
|---|--|--|--|---|
| <i>Cooperation</i> | I can share and take turns with support | I can respond to others and actively seek sharing and fairness | I can describe times when we take turns in school | I demonstrate ways of playing and working cooperatively |
| <i>Self-esteem</i> | I can identify myself in images | I have an awareness of myself and pride in having my own identity and abilities and welcome praise | I can describe myself and other people (recognising that there is a self and others) | I can identify things that I am good at (strengths/talents) |
| <i>Rights & Responsibilities</i> | I can show a preference by rejecting or requesting | I can identify some behaviours that are right/wrong in school and at home | I can give simple examples of things we are allowed/ not allowed to do in school | I can suggest rules for how we should and should not behave in class towards one another and our belongings |
| <i>Recognising feelings</i> | I can experience some feelings but will be unable to label them correctly | I can start to recognise basic feelings in myself e.g anger, fear, happiness | I can recognise more complex feelings in myself such as sadness | I can describe what feeling happy, angry or upset means |
| <i>Responds to others</i> | I can show a preference towards others | I can show care and concern for others e.g. show them comfort when they are upset. | I can show some consideration of the needs and feelings of other people | I can alter my emotional expressions to protect others |
| <i>Managing relationships</i> | I can repair a misunderstanding or a breakdown in a conversation by pointing to an item or by having a puzzled look on my face | I can seek out and begin to initiate interaction with other children | I can interact in a variety of situations | I can start to demonstrate empathy e.g. by reading emotional cues in others. |
| <i>Listening skills</i> | I can respond when I hear my name | I can show I am ready to join in | I can show I am ready to listen | I can often demonstrate good listening skills and describe how to listen |

| | | P5 | P6 | P7 | P8 |
|---|--|-----------|---|--|--|
| Online relationships | n/a | | n/a | I can describe some ways that we communicate | I can describe ways we can use technology to communicate with people we know |
| Inappropriate physical contact | n/a | | I can express my needs and wishes clearly | I can show / begin to say when I dislike a form of physical contact | I can identify different forms of inappropriate contact e.g. hitting, biting |
| Appropriate Physical contact | n/a | | I can begin to replace inappropriate physical interactions with appropriate initiations with support. | I can model appropriate physical contact with my peers | I can identify ways trusted adults/ family members may touch us to show affection |
| Seeking help (ability to) | I can request help from others e.g with personal needs or related to a problem .e.g car broken | | I can regularly use adults for a source of knowledge and comfort | I can identify an adult I can go to for help and support if I feel sad, lonely, scared or fed up | I can demonstrate ways to let people know I am not happy (including not feeling comfortable with physical contact) |
| Sources of help | I can understand that I can request help from others | | I can show a simple understanding of who might help us e.g fireman | I can identify trusted adults in school | I can identify trusted adults I can tell or ask for help (if I am ill, worried or upset etc) and how I can contact them |
| Public and private & secrets | n/a | | n/a | I can explain what keeping something secret means and what a surprise is | I can explain the difference between a 'secret' and a surprise (e.g. people will find out about a nice surprise & like it) |
| Bullying and abuse | n/a | | n/a | I can identify harmful behaviours | I recognise that behaviour that hurts people on the inside (feelings) or outside (their body) is wrong |

| | P5 | P6 | P7 | P8 |
|---|--|--|--|--|
| <i>Personal choice & consent</i> | I can show an intentional like or not like of concrete choices e.g. by nodding or shaking my head | I can show some simple personal choices and consent e.g. through the use of visuals | I can ask permission to borrow something | I can demonstrate simple ways of communicating my choices to others |
| <i>Types of relationship</i> | I can show that I recognise familiar faces | I can show that I recognise characteristics of a person and what role they may have e.g. policeman | I can identify people I know | I can give examples of family members, friends |
| <i>Reproduction</i> | I can show an interest in babies | I can identify babies, children and adults | I can sort images of babies, children and adults | I can identify some of the differences between a baby, child and adult |
| <i>Body knowledge</i> | I can identify boys or girls and show an understanding of generic parts of the body by labeling them | I can identify more characteristics of a body e.g. big teeth | I can identify and locate main body parts | I can give my own name for male & female reproductive organs |
| <i>Hygiene</i> | I can wash hands with support | I can copy an adult to wash my hands | I can demonstrate or communicate an example of taking care of our bodies, e.g. skin, hair or teeth | I can describe some simple self-care routines and practices that help to prevent the spread of germs & carry them out with support |
| <i>Diet</i> | I can show preference for foods | I can identify some examples of healthy foods | I can explain and give examples of what is meant by a 'treat' | I can describe my favourite foods and give reasons for my choices |
| <i>Exercise & rest</i> | I can show a preference by rejecting or requesting more of a physical activity | I can join in/copy a physical activity | I can demonstrate a preference for physical activities I like to do | I can identify which physical activities I like doing |
| <i>Mental health & wellbeing</i> | I react to different emotions I can see in people around me | I can show things that make me happy and unhappy | I can identify things that make me feel happy/sad | I can describe a small range of feelings: good (comfortable) & not so good (uncomfortable) feelings |



| | P5 | P6 | P7 | P8 |
|----------------------------|---|---|---|---|
| Body image and care | n/a | n/a | I can tell someone when I don't feel well | I can describe the difference between feeling well and feeling ill |
| Drugs | I can join in with role play about people who help us | I can communicate knowledge of people who help us | I can describe in simple terms who helps us when we are ill or injured and how and when medication may be used | I can identify some substances around the home that we should never taste or swallow and where we might find them |
| Managing risk | I can show that I do not feel safe through my body language etc | I can make simple links between what might be safe and what might not safe e.g fire, hot, fire burn | I can describe ways we can keep safe at home, school and other settings and can identify people who are responsible for keeping us healthy and safe | I can describe some simple rules for keeping safe near water, railways, roads and fires |

P9

I can demonstrate ways of sharing opinions and thoughts with others

I can describe the ways my peers and I are special and unique

I can explain how following rules (e.g. in school/class) helps us and keeps people safe and happy

I can use signs, actions, facial expressions and body language to help me to identify how others may be feeling

I can describe reasons why it may be upsetting for others if we don't wait for our turn and share etc.

I can describe times when we may feel unhappy with our friends or family

I can explain why it is important to listen to other people

P10

I can listen to others and work together to achieve a goal

I can identify things we are good at, both in and out of school

I can identify rules (e.g. in school/class) that keep us safe and happy and can explain how they do this

I can communicate feelings I like and feelings I don't like and where we may feel them in my body

I can recognise that when we get upset, angry or frustrated our actions can affect others as well as ourselves & demonstrate simple strategies for managing our strong feelings

I can describe ways in which friends, family & classmates may 'fall out' and demonstrate ways we can 'make up'

I can identify times I have listened to others and worked together to achieve a goal

P11

I can identify times when we have worked as a team to achieve something

I can describe my thoughts and feelings about how different people (including myself) look

I can explain why we and our possessions have the right to be treated kindly/with respect/equally

I can use more than one sign/ word to describe feeling happy/sad/angry

I can describe how to recognise when someone has missed their turn and how they may feel

I can explain how other people may feel differently to us about things and situations and can offer some examples

I can consistently demonstrate active listening skills

| | P9 | P10 | P11 |
|--|--|--|---|
| | I can create simple rules for keeping ourselves and others safe online (including netiquette, cyberbullying) | I can explain why we should be careful about whom we can trust online and what information we can trust them with and can explain the difference between 'trusting' and 'liking' someone online | I can describe how we can change our identity and image on digital devices and so people may not be who they seem |
| | I can describe how I may know physical contact may be inappropriate (e.g. because it makes me feel upset, hurts me) | I can consider when physical contact is necessary or unnecessary | I can describe what to do if we tell a person we have experienced unwanted physical contact and it continues to happen |
| | I can describe different types of physical contact | I can identify ways trusted adults/ family members may touch us when looking after us | I can identify appropriate physical contact that makes me uncomfortable e.g. doctor giving injections, cleaning wound) |
| | I can describe or demonstrate how to tell a trusted adult if we experience unwanted physical contact | I can identify sources of help if someone does or asks me for something that makes me feel uncomfortable e.g. a photo (including if are worried about how someone is touching or speaking to us) | I can describe or demonstrate what we can say or do and who we can tell if we feel someone is being bullied |
| | I can explain ways in which we can help trusted adults to protect us and keep us safe (including rules and procedures that keep us safe in school) | I can explain why we don't have to accept or keep a secret that makes us feel worried, uncomfortable or afraid & identify what people/organisations we could ask for help | I can identify examples of what is meant by an 'emergency' |
| | I can identify some things and places we would call 'personal' or private (including body parts) and what we would call 'public' | I can describe some reasons for keeping personal information private and suggest things we might share with everyone/friends/special people/ noone | I can identify and explain things that we can do in public and things that we can do in private and times/places/situations we would expect to be 'private' |
| | I can identify when people are being unkind to me or others and give examples | I can give examples of things that may hurt people's feelings (including teasing) and how this may make us feel angry, upset or worried. | I can identify some different ways of positively responding to unkind behaviour |

P9

I can demonstrate the ability to seek and ask for help e.g. 'I'll tell', 'leave me alone'

I can give examples of different types of relationships, families and groups that we may belong to e.g. school, clubs and what being a friend means

I can describe how our needs have changes since we were a baby

I can describe the main differences between boys and girls

I can describe some simple ways that germs/illnesses are spread

I can describe some of the foods we should eat in order to help us grow and be strong

I can describe how physical activities might make us feel on the outside (our bodies) and the inside (our feelings)

I can describe where in our bodies we might have these feelings

P10

I can explain the importance of respecting other people's privacy, belongings choices and their feelings

I can explain & give examples of people who love and care for each other in a relationship that is different to a friendship (inc. people of the same or opposite sex)

I can identify some of the basic stages of the human life cycle (including how a baby begins and grows)

I can describe some of the changes that take place as we grow up & ways we have changed as we have grown older

I can give reasons why it is important to take care of personal hygiene

I can identify foods which we can eat all of the time (that are good for us), foods we can eat a few times a week & foods which we can eat occasionally as treats

I can identify different forms of physical activity and exercise and identify my favourite forms

I can identify what makes us feel upset, angry, worried, anxious, frightened, happy.

P11

I can identify times in or out of school when we may need to ask people's permission how it does not mean that they don't like us if they say no

I can identify my expectations of friendships and how I expect friends to behave towards me (incl. positive qualities people bring)

I can identify different parts of male and female reproductive organs and explain their function

I can use the correct terms to name male & female reproductive organs (external)

I can describe and explain what we and others can do to prevent the spread of germs and why it is important to prevent germs from spreading

I can describe the types of foods we should eat occasionally and explain why eating too much of them could harm us

I can identify some of the health benefits of regular physical activity and exercise

I can describe and demonstrate things that make us feel better if we are feeling sad or angry

P9

I can identify ways we can tell if we are feeling unwell and who we can ask for help

I can identify the difference between things that go on our body (creams, lotions) and things that go inside our body (injections, tablets, liquid medicine)

I can describe some of the different ways we can keep physically safe and minimise risk at home, on the way to school and when out and about.

P10

I can describe what we can do if we are not feeling well and how we can look after ourselves and others

I can describe how smoking can affect being healthy

I can identify simple strategies we can use to deal with peer pressure e.g. (being offered a cigarette or alcohol by someone or being dared to do something)

P11

I can explain why it is important to take care of our physical bodies now and in the future

I can explain why it is important not to touch, taste or take 'medicines' without a trusted adult being with us and why we should never take someone else's medication

I can identify 'dangerous' and 'risky' things and situations and where we can get help from (offline and online)

P12

I can describe ways of playing and working together so that everyone feels happy and is able to do their best

I can identify and explain my 'realistic targets' (achievable next steps) and 'aspirational targets' (long-term goals and dreams) and how it might feel to achieve them

I can explain how rules help us to live and work with other people outside of school and what would happen if we didn't have rules or ignored them

I can identify signs, actions, facial expressions and body language which may help me to identify how others may be feeling

I can demonstrate how to resolve unfair situations eg. someone missing their turn

I can demonstrate simple ways of resolving disagreements

I can explain how listening helps us to work together successfully

P13

I can identify ways that we can improve our own practice as a team

I can explain how what others might say and think about us (positively or negatively) can affect the way we feel about ourselves

I can explain how we do not need to put up with someone being unkind, hurtful, abusive or bullying to us and where we can go for help and support

I can explain what being worried or frightened means and suggest simple strategies we can use when feeling worried or frightened

I can explain how sharing and turn-taking can help to make everyone feel included

I can explain how our feelings about other people may change and that this is okay, and I can suggest ways of positively letting people know our feelings have changed

I can describe how adults may communicate to us that something is an emergency

P12

I can demonstrate practical ways to keep ourselves and others safe and secure when using a digital device and where we can get help online and offline

I can explain why we should persist in reporting unwanted contact until we feel comfortable and safe

I can give people appropriate personal space

I can explain and demonstrate the ways we can help others to keep us healthy and safe offline and online

I can identify people/services/organisations that can help us if we are unhappy or uncomfortable or experience unkind in a relationship online or offline

I can give reasons why we should only share information with people we choose to and can trust

I can identify different types of teasing, hurtful behaviour and bullying (including physical, verbal, omission, exclusion, online)

P13

I can explain how to positively and safely manage requests online (e.g. friend requests, requests for information or photos, pop-up requests) and that it is not rude to decline such requests but our right

I can explain that some actions (e.g. attacking someone and stealing) are a crime and that the police can be told

I can explain how we know physical contact is comfortable/ uncomfortable

I can communicate to an adult when I am feeling worried, frightened, angry, frustrated, lonely etc when online or offline

I can identify some of the differences between an emergency and a non-emergency event and sources of help in these situations (including 999, 111)

I can identify what is okay to share online and what should not be shared online and how to manage social media settings to manage my personal information

I can explain what it means to discriminate against someone or be prejudiced and can give examples

P12

I can explain that noone can be forced to do something that they don't want to do (e.g. forcing someone to marry someone and that this is always wrong and a crime)

I can describe the journeys that relationships and our emotions can take (difference between 'liking' and 'fancying' someone, being 'in love' and why relationships can end)

I can describe the different stages of 'reproduction' 'pregnancy' and 'giving birth'

I can explain what puberty is and why we go through it

I demonstrate my knowledge of good hygiene practices in my daily life at school e.g. washing hands, using deodorant, using tissues

I can give examples of foods that make up a 'healthy, balanced diet'

I can explain how the physical activities we enjoy doing help to keep us healthy (physically and mentally)

I can identify what might happen if we don't take care of our mental health and wellbeing & ways we can help others if they are feeling sad or upset

P13

I can describe positive and appropriate ways to deal with people not accepting our requests/offers online and offline e.g. to play, to 'go out'

I can recognise the ways that relationships are similar and different (friendship vs being a girlfriend/boyfriend, same sex relationships, choice to: get married, have children, live together)

I can explain what 'sex' is and what happens during sexual intercourse

I recognise that changes happen to different people at different times and at different speeds (physical, mental and emotional)

I can identify aspects of personal hygiene that we can take responsibility for, what items we might use, and how these aspects change as we get older (including how often we should perform hygiene routines)

I can explain what makes foods that we can eat all the time good for us and why some foods should only be eaten occasionally

I can describe how we may feel if we don't get enough sleep and identify how this can affect our lives

I can describe some of the ways we might be emotionally unwell and the difference between 'mental health' and 'mental illness'

P12

I can identify some of the influences on our lifestyle choices that affect our bodies (e.g. food choices) such as advertising and peers

I can identify some substances (legal or illegal) people might swallow, drink or smoke that could be harmful to their health

I can identify possible dangers, risks and hazards in different situations and ways of reducing risk in our daily lives

P13

I can identify some of the people and organisations that can support and advise us if we are unwell and describe when we should use them

I can describe some of the rules and laws around the selling and consumption of tobacco, alcohol and drugs (including where we can buy medicines from)

I can describe some of the risks and possible consequences of drug use, joining gangs, carrying weapons, gambling, and strategies that can be used to resist pressure to do these

P14

I can offer constructive feedback to help others working in our team

I can describe what other people might perceive my strengths, talents and skills to be and justify my ideas

I can identify some of our legal rights and responsibilities (including different legal ages for voting etc)

I can describe ways in which we can show and explain our feelings to others, including the intensity of our feelings

I can explain why feeling upset, angry or frustrated may encourage us to make choices that may harm us or others

I can give examples of different ways others may put us under pressure to do something and what we can say and do if this happens

P15

I can explain how practise and setting and achieving small targets can help us to achieve larger goals

I can identify the responsibilities of an employer and employee to keep ourselves safe and healthy at work

I can describe how to manage strong emotions by using simple strategies

I can explain the difference between helpful/kind and unhelpful/unkind comments

I can describe and demonstrate ways of ending a relationship positively

P16

I can describe some ways we can help ourselves and others to feel good about the way we look

I can identify our rights and responsibilities as citizens of the UK and world (school, community and worldwide)

I can describe how feeling frightened, worried or uncomfortable is how we know something is wrong

I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments we may receive

I can explain what it may look like when a person tries to persuade or pressure them into consenting to something

P14

I can explain why we should check with a trusted adult before we post/share information or images of ourselves online and what the consequences of sharing information can be for ourselves and others (including scams, phishing emails)

I can explain what unwanted physical contact means and give examples of this

I can explain how we know physical contact is: acceptable/ unacceptable, necessary & unnecessary

I can identify trusted adults and peers who might be good to ask for help in different situations (emergency and non-emergency) and explain why these might be good choices

I can identify strategies we can use and whom we could go to if we think we or someone is being or has been forced to do something they don't want to do (e.g. Marriage)

I can suggest practical solutions to manage the privacy of myself and others online and offline

I can identify some examples of different forms of prejudice and discrimination in life or the media (e.g. religion, race, disability)

P15

I recognise that the sharing of 'elicit pictures/photos' (via text, email or social media) is a serious criminal offence and can describe the consequences of such actions for all involved

I can identify our legal rights and responsibilities regarding consent

I can describe ways we can protect our bodies from unwanted physical contact

I can explain situations when peers or adults may be better suited to help us

I can describe how I could ask for help and who I could go to if I felt someone had made a mistake online (e.g. taken or shared a photo which I now regret)

I can reflect on aspects of our lives that we may wish to keep private and justify my opinions

I can explain why prejudice and discrimination are unacceptable and describe the effects they can have on people's lives

P16

I can explain the possible long term effects of posting personal information about ourselves online

I can explain what contact is appropriate from trusted adults and what is not

I can demonstrate and describe ways of letting people know what physical contact I am comfortable with

I can reflect on times I have made a mistake and done something which I now regret because it could have caused me or others harm

I can identify trusted adults/services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour (online or offline) or if someone we know fears that they will experience FGM

I can explain how someone we like may not always be trustworthy (online and offline)

I can demonstrate and describe constructive strategies for responding to prejudice and discrimination

P14

I can describe how to recognise and deal with harrasment online/offline, that it is illegal, and can identify trusted adults and organisations who can help us

I can explain some of the ways a relationship can be positive and healthy or unhappy and unhealthy (friendships, romance, family)

I can identify expectations of an intimate relationship (including physical expetations) and how we know we are ready for a relationship, an intimate relationship or being a parent

I can describe what happens during puberty to boys and girls (including menstruation, ejaculation, masturbation & emotional changes)

I can describe what might happen if we don't take care of our personal hygiene (physical, emotional and social effects)

I can explain what is meant by a 'healthy, balanced diet'

I can explain some of the benefits of regular exercise and rest and what might happen to our bodies if we don't

I can identify simple ways that we can take care of our mental wellbeing and people who can help us, and identify and explain unhelpful strategies

P15

I can explain how consent must be given freely (without pressure, intimidation or manipulation)

I can identify normal relationship events in positive and healthy relationships -such as disagreeing- and signs of being in an unhappy/unhealthy relationship

I can describe choices around unintended pregnancy (including what abortion or termination of a pregnancy means)

I can explain how these changes prepare our body for reproduction and parenthood and what roles our body parts play

I can identify some of the risks related to unprotected sex, including pregnancy and sexually transmitted infection, and describe the effects of these on ourselves and others

I can describe some of the benefits of a healthy diet

I can explain why exercise and sleep are important for our health both now and in the long-term and the possible effects of not exercising and resting

I can explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell

P16

I can describe ways to ensure that you have someone's consent before doing anything with them (verbal response, behaviours and body language)

I can explain the effects of relationships ending on people for different reasons (bereavement, divorce, separation, illness)

I can identify some of the range of beliefs and opinions about pregnancy/ termination and identify reliable, unbiased sources of support

I can use vocabularly to describe gender identity, sex, sexual reproduction and sexual orientation appropriately

I can identify some forms of contraception, their correct use and where they can be accessed

I can suggest reasons why people may not always make healthy food choices

I can identify ways of motivating ourselves to take exercise and sources of support available for us

I can identify and describe mental health difficulties that we may face in our lives and sources of support

P14

I can describe ways we can take increased responsibility for our health and wellbeing (e.g. knowledge of simple first aid procedures, awareness of dangers of tanning, piercings and tattoos)

I can explain the benefits of not smoking or drinking alcohol or delaying use

I can identify behaviours which might be 'risky' and describe ways that accidents can be prevented

P15

I can explain why it is a good idea to ask for help quickly if we think that something may be wrong with us

I can identify how misusing substances/alcohol might impact on relationships

I can describe how pressure to behave in a risky way (through substance misuse, smoking, gangs etc) can come from a variety of sources including ourselves

P16

I can demonstrate self-examination methods as a way of checking for illness using anatomical models (inc. breast and testicular cancer)

I can describe what is meant by someone having a 'habit' or 'addiction' in terms of alcohol, smoking or drug misuse and identify sources of information and support

I can explain personal and social risks of substance misuse, joining a gang or carrying a weapon

P17

P18

Positive Interaction

I can explain that how we feel about ourselves can be affected by what is happening in our lives

I can give examples of how our personal strengths, interests and skills may help us in our future lives/ choices/ employment

I can identify sources of advice and support if we feel our rights are not being met (including in college, the workplace)

I can explain that hurting genitalia is never okay and is a crime

I can identify things we can do to help and support others when they are experiencing strong emotions

I can explain how people can recognise when they need to seek support to deal with their emotions

I can demonstrate polite but assertive ways of challenging unkind comments directed at us or others

I can explain what 'stereotyping' is and why it is unfair

I can demonstrate how to give and withdraw consent clearly

I can demonstrate strategies to help us negotiate and assert our rights in a relationship (e.g. how to compromise)

P17

I can evaluate the pros and cons of online relationships and describe the positive and negative effects that social media can have on relationships

I can identify actions (including in an intimate relationship) that require consent and actions which may not be legal

I can demonstrate and describe how to use physical contact appropriately with my peers

I can demonstrate what we can say or do and who we can tell if we are concerned about inappropriate physical contact or the personal safety of ourselves or others

I can identify people and services that can keep people healthy, safe and supported at work

I can identify ways to protect and respect the privacy of myself and others

I can describe how and where to seek help if we think that someone is behaving in a prejudiced or discriminatory way towards us or others in different settings

P18

I can give examples of how social media tools can be used to exert pressure on us

I can recognise that Female Genital Mutilation (FGM) is something people do to girls/women and that it is a crime

I can explain ways of initiating intimate physical contact with people

I can give reasons why it is important to keep telling trusted adults until we or someone in trouble gets the help needed

I can explain why people who care for us may not always know what is best for us

I can describe how we can create positive images of ourselves by what we share/make public

I can identify language and behaviours that are completely unacceptable (sexist, homophobic, transphobic, racist)

P17

I can describe what can affect a person's ability to consent or withdraw consent (alcohol, age etc)

I can recognise some of the ways that the media can portray sex and relationships unrealistically and can describe the effects that this may have

I can identify challenges that people may face in trying to become parents and sources of help and support

I can identify some of the different stages of physical, emotional and social change as we progress into adulthood

I can describe ways we can take care of our own sexual health and that of others we care about

I can explain ways in which dietary choices can affect our health positively & negatively in the long term

I can explain the long-term health risks that not exercising and resting can bring

I can describe factors that may increase my vulnerability to experiencing mental health problems

P18

I can describe factors that may place pressure and expectations on relationships (including media)

I can evaluate the consequences of different levels of intimacy and identify how to seek reliable sources of advice and support regarding sexuality and intimate relationships

I can describe different ways that couples can have a family (including surrogacy, IVF, donor conception, adoption)

I can describe what the menopause is and the physical and emotional changes that the body goes through

I can identify reliable sources of information and support regarding sexual health

I can suggest a range of sources of support and advice we could use to support us in having a 'healthy, balanced diet'

I can explain the mental health benefits of different forms of physical activity

I can compare and evaluate different strategies and ways of supporting my mental health and wellbeing (inc. mindfulness, CBT, positive thinking, exercise)

P17

I can give some reasons why we know we can trust these people and organisations to give us advice that will help us (e.g. NHS) and why self-diagnosis from websites can be harmful

I can identify signs that someone may have an addiction in terms of alcohol, smoking or drug misuse

I can identify ways to minimise risks and hazards to my health in the workplace

P18

I can explain that there are websites and organisations that may offer us advice that may harm us

I can describe factors that may increase my vulnerability to becoming addicted to smoking, alcohol or drug misuse

I can explain that we can reduce risk but not prevent all risks and describe how we can make situations as safe as possible