

## PSHE Progression of knowledge

Relationships					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> </ul>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• about the things they have in common with their friends,</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and</li> </ul>	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and</li> </ul>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if</li> </ul>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of</li> </ul>

## PSHE Progression of knowledge

<ul style="list-style-type: none"> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>	<p>classmates, and other people</p> <ul style="list-style-type: none"> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p>consequences of bullying for the people involved</p> <ul style="list-style-type: none"> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which</li> </ul>	<p>seek help</p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p>they have experienced unacceptable contact</p> <ul style="list-style-type: none"> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<p>different online 'challenges' and 'dares'</p> <ul style="list-style-type: none"> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
---	--	---	--	---	--

Living in the Wider World					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>• About what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• How people and other living</li> </ul>	<ul style="list-style-type: none"> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• about the different groups they</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• To recognise there are human rights, that are there to protect</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show</li> </ul>	<ul style="list-style-type: none"> <li>• about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> </ul>

## PSHE Progression of knowledge

<p>things have different needs; about the responsibilities of caring for them</p> <ul style="list-style-type: none"> <li>• About things they can do to help look after their environment</li> <li>• About how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• About the role of the internet in everyday life</li> <li>• That everyone has different strengths</li> <li>• Different jobs that people they know or people who work in the community do</li> <li>• About some of the strengths and interests someone might need to do different jobs</li> </ul>	<p>belong to</p> <ul style="list-style-type: none"> <li>• about the different roles and responsibilities people have in their community</li> <li>• to recognise the ways they are the same as, and different to, other people</li> <li>• about the role of the internet in everyday life</li> <li>• that not all information seen online is true</li> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that people make different choices about how to save and spend money</li> <li>• about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• that money needs to be looked after; different ways of doing this</li> <li>• that jobs help people to earn money to pay for things</li> </ul>	<p>everyone</p> <ul style="list-style-type: none"> <li>• About the relationship between rights and responsibilities</li> <li>• Recognise ways in which the internet and social media can be used both positively and negatively</li> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>• To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• 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</li> <li>• About stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>• About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul>	<p>care and concern for others</p> <ul style="list-style-type: none"> <li>• about the different groups that make up their community; what living in a community means</li> <li>• to value the different contributions that people and groups make to the community</li> <li>• about some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>• about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>• about the different ways to pay for things and the choices people have about this</li> <li>• that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>• to recognise that people make spending decisions based on priorities, needs and wants</li> <li>• different ways to keep track of money</li> </ul>	<p>care and concern for others</p> <ul style="list-style-type: none"> <li>• Ways of carrying 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)</li> <li>• That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>• About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>• About stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>• 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)</li> <li>• 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</li> <li>• To identify the kind of job that they might like to do when they are older</li> <li>• To recognise a variety of routes into careers (e.g. college,</li> </ul>	<ul style="list-style-type: none"> <li>• about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• recognise ways in which the internet and social media can be used both positively and negatively</li> <li>• about some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>• recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> <li>• to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>• about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>• 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</li> </ul>
--	---	--	---	---	---

## PSHE Progression of knowledge

				apprenticeship, university	<ul style="list-style-type: none"> <li>to identify the ways that money can impact on people's feelings and emotions</li> </ul>
--	--	--	--	----------------------------	--

Health and Wellbeing					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<ul style="list-style-type: none"> <li>what it means to be healthy and why it is important</li> <li>ways to take care of themselves on a daily basis</li> <li>about basic hygiene routines, e.g. hand washing</li> <li>about healthy and unhealthy foods, including sugar intake</li> <li>about physical activity and how it keeps people healthy</li> <li>about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>how to keep safe in the sun</li> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> <li>why sleep and rest are important for growing and keeping healthy</li> <li>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>about food and drink that affect dental health</li> <li>how to describe and share a range of feelings</li> <li>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>how to manage big feelings including those associated with change, loss and bereavement</li> <li>when and how to ask for help, and how to help others, with their feelings</li> <li>about the human life cycle and how people grow from young to old</li> </ul>	<ul style="list-style-type: none"> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be maintained, changed or stopped</li> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the things that affect feelings both positively and negatively</li> <li>strategies to identify and talk about their feelings</li> <li>about some of the different ways people express feelings e.g. words, actions, body</li> </ul>	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that</li> </ul>	<ul style="list-style-type: none"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>that bacteria and viruses can affect health</li> <li>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>to recognise the shared responsibility of keeping a clean environment</li> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and</li> </ul>	<ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>positive strategies for managing feelings</li> <li>that there are situations when someone may experience mixed or conflicting feelings</li> <li>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>the importance of asking for support from a trusted adult</li> </ul>

## PSHE Progression of knowledge

<ul style="list-style-type: none"> <li>• how feelings can affect how people behave</li> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<ul style="list-style-type: none"> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• to recognise how feelings can change overtime and become more or less powerful that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p>all drugs, including medicines, may have side effects</p> <ul style="list-style-type: none"> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<p>personal qualities</p> <ul style="list-style-type: none"> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law</li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<ul style="list-style-type: none"> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> <li>• to recognise some of the changes as they grow up e.g. increasing independence</li> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with</li> </ul>
--	---	--	--	--	--

PSHE Progression of knowledge

					<p>requests for personal information or images of themselves</p> <ul style="list-style-type: none"><li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li><li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li><li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li><li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li><li>• about the different age rating systems for social media, T.V, films, games and online gaming</li><li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li><li>• about the risks and effects of different drugs</li><li>• about the laws relating to drugs common to everyday life and illegal drugs</li><li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li><li>• about the organisations where people can get help and support concerning drug use</li><li>• how to ask for help if they have concerns about drug use</li><li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li></ul>
--	--	--	--	--	--

PSHE Progression of knowledge

<p>Relationships, Sex and Health Education (RSHE) - these objectives will be taught (alongside our Relationships and Health objectives) in these year groups annually in reflection from our pupil, parent, governor and staff consultations.</p>		
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<ul style="list-style-type: none"> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>