

Curriculum Skills and Progression Map Mental Health



Nebula
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The Nebula Federation

Horsford CE VA Primary School

| Skills Map – Mental Health | | | |
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| EYFS | KS1 | KS2 | Upper KS2 |
| <ul style="list-style-type: none"> • Can they demonstrate a commitment to their own personal growth? (e.g. use positive, 'can do' language) • Can they effectively identify and label a range of emotions? • Can they talk about how they and others show feelings? • Can they talk about their own and others' behaviour and consequences? • Can they talk about the impact that external factors have on their emotions? • Are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise) | <ul style="list-style-type: none"> • Can they recognise and celebrate their own strengths? • Can they set simple but challenging goals? • Can they use vocabulary to describe good and not so good feelings? • Can they use simple strategies to manage feelings? • Can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends) • Are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety) • Can they explain why teasing and bullying is wrong and how to get help? • Can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say? • Can they explain the difference between secrets and surprises? | <ul style="list-style-type: none"> • Can they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling) • Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • Can they set high aspirations and goals? • Can they deepen their understanding of good and not so good feelings using appropriate vocabulary? • Can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement? • Can they recognise when and how to ask for help? • Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong? • Are they aware of how their actions affect themselves and others? | <ul style="list-style-type: none"> • Can they aware of what positively and negatively affects their physical, mental and emotional health? (including the media) • Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves? • Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • Can they set high aspirations and goals? • Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others? • Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them? • Are they aware of the people who are responsible |

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| | | <ul style="list-style-type: none"> • Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'? | <p>for helping them stay healthy and safe and ways that they can help these people? Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong?</p> <ul style="list-style-type: none"> • Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying? |
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Please see appendix A for deeper learning questions. Please see appendix b for RSE/PSHE/Mental health long term plan.

| MENTAL HEALTH: VOCABULARY MAP | | |
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| EYFS | KEY STAGE ONE | KEY STAGE TWO |
| <p>Reception - Clean, similar, different, family, boy, girl, male, female, body part, safe, comfortable, uncomfortable, feelings, hygiene, same, similar, different, like, dislike, difficult, private, special, fair, unfair, sharing, caring, consequence, help, rules, kind, gentle.</p> | <p>Year 1 - Clean, similar, different, family, boy, girl, male, female, body part, emotions, feelings, vulva, penis, communication, disease, bacteria, problem, help, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)</p> <p>Year 2 - similar, different, boy, girl, male, female, body part, self-esteem, vagina, bullying, unique, personal space, privacy, secret, surprise, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)</p> | <p>Year 3 - Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, vulva, testicles, aspiration, compliment, self-esteem, hygiene, relationship, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p> <p>Year 4 - Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy, emotions, empathy, foetus, public, private, identity, marriage, arranged marriage, forced marriage, peer pressure, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p> <p>Year 5 - Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones, penis, erection, wet dream, sex, intersex, transgender, gay, lesbians, personal information, online, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p> <p>Year 6 - Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision, body image, sexual intercourse, conception, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p> |

Appendix A: Deeper thinking questions

Please find attached possible questions you may like to ask your class. Teachers will be able to use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the RSE/PSHE curriculum. Class teachers to notify the subject leader if they need to make changes.

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
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| Reception | 'What can you do if you feel 'x'?' 'What does 'fair' mean?' 'What does 'unfair' mean?' 'How can you help someone if they feel.....?' 'What does a person look like when they feel 'x'? Do all people look this way when they feel 'x'?' | 'Why is it important to wash our hands?' 'How can does being healthy and clean help us?' | 'How can you make a friend?' 'What happens if a rule is something gets tricky and a rule is broken?' 'What is a compliment?' 'Why is it important to give compliments?' | 'How do you feel when you get to choose?'. 'What does it feel like when you can't choose?' | 'What is a private space?' 'Does everyone have to follow the rules?' 'What would happen if we didn't have rules in school?' | 'What makes you special?' 'Who can we ask for help?' |
| Year 1 | In relation to a discussion about feelings: 'How might you react towards someone who behaved this way towards you?' 'How might that affect their emotions and how they feel?' Would this make their behaviour better?' 'Have you noticed how different people respond differently to the same feeling? Why is this?' | 'Can you notice any similarities between boys and girls physically?' ' | 'Why do Chinese whispers often end up different to how they started?' 'What things are unhelpful when you are trying to talk to someone?' 'What things are unhelpful when you are trying to listen to someone?' 'How easy is it to communicate constructively when we have strong feelings and different views to other people?' 'Noah is playing with a ball in the playground when an older pupil takes it away from him. How can you help Noah? How might Noah be feeling?' | 'What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?' 'What does it feel like to be uniquely different?' | 'How did being unwell make you feel?' 'What does it feel like when you have seen someone else be unwell?' 'How can we prevent and protect ourselves from becoming unwell?' 'What is a right? What rights do we have in school? Why are they important?' 'What is a responsibility? What responsibilities do we have in school? Why are they important?' | Responses to these questions will vary from child to child. 'Who can we ask for help at home, school and outside of school?' 'Why is it important to ask for help?' 'How do we feel when we ask for help?' |
| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: | Summer 2: Asking for help |

| | | | | | My rights and responsibilities | |
|--------|---|---|---|--|---|---|
| Year 2 | <p>‘Can you describe a time when you have won or succeeded at something?’ ‘How did this make you feel?’ ‘Is that feeling stronger if you have worked hard for it?’</p> <p>‘What does belonging mean?’ ‘What does it feel like to belong?’</p> | <p>‘How have you changed since you were a baby?’ Was this always easy?’</p> | <p>‘Amelia is upset because her friends aren’t talking to her and she doesn’t know why. How can you help?’</p> <p>‘Why are similarities and differences important?’</p> <p>‘What does it mean to be proud? Have you ever felt proud of something you have done? Discuss what this felt like.’</p> | <p>‘What is the best thing about being a part of your family?’ ‘In what ways are our families different and special?’</p> <p>In relation to a scenario/context you might be exploring: ‘do you agree with this point of view? If so why? If not, why not? Do you agree with some bits but not all?’</p> | <p>‘What different types of touch can you think of?’ ‘What is personal space?’ ‘How would you feel if someone was in your personal space?’</p> <p>‘Does everyone have the same rights and responsibilities?’ ‘Should everyone have the same rights and responsibilities? Discuss.’</p> <p>‘What is our responsibility towards others? Do we have any responsibilities towards others?’</p> | <p>‘Would it be ok for all secrets to be kept forever?’</p> <p>‘Should we always keep a secret?’</p> <p>‘Why would you not want to/why would it be important to share this ‘secret’?’</p> <p>‘How might you feel telling someone a secret?’</p> <p>‘How might you feel telling somebody else’s secret?’</p> |
| Year 3 | <p>‘How does positive self-talk influence feelings, behaviour and happiness?’</p> <p>‘What does positive self talk could you say to yourself if you were experiencing low self-esteem?’</p> | <p>‘What are the good things about being your age? A teenager? An adult? A much older person?’</p> <p>‘How does it feel to share similarities with other people in the class?’</p> <p>‘How does it feel to know you are completely unique to other people in the class?’</p> <p>‘Why it is important to keep the body clean? How can people keep the body clean and healthy?’</p> | <p>‘What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?’.</p> | <p>‘Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?’ ‘Should someone change the things they want to do to avoid other people being unkind to them, if this makes them happy?’</p> <p>‘What is bias? Have you been bias before? What does it feel like to be bias? Should people be bias?’</p> <p>‘What is an opinion? What opinions do you have? Should people have opinions?’</p> | <p>‘Does your comfort around touch depend who is touching you?’ ‘Does your comfort around touch depend where someone is touching you?’ Does your comfort around touch depend on how someone is touching you?’</p> <p>‘Why was the UN convention of the rights of the child important? What impact did it have?’</p> <p>‘Why should we have people responsible for ensuring needs are met?’ ‘Should it always be the same people, or different people depending on the situation?’</p> | <p>‘How did it feel to get excited by a nice surprise?’ ‘What types of things might someone ask them to keep a secret?’ ‘Who would be an appropriate adult that you could talk to if you need to share a secret?’</p> |

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|---|--|--|---|--|
| Year 4 | <p>'How do you react when you feel certain emotions? Are any of these responses physical (the body does something different)?'</p> <p>'What things do you try to do to help yourself or someone else who is feeling angry or scared?'</p> <p>'Why is it important to 'step in someone else's shoes' and show empathy sometimes?'</p> | <p>'What can you do now, that you could not do as a small baby?'</p> <p>'How might the body change as you continue to grow and develop?'</p> <p>How might your emotions and feelings change as you continue to grow and develop?'</p> <p>'What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?'</p> | <p>'If a bedroom is a private place, does it become more public if the bedroom door is left open?'</p> | <p>'How does it feel knowing we are all connected through some similarities?'</p> <p>'Imagine everyone looked the same and felt the same. Would the world be as interesting? Discuss.'</p> | <p>'Is being in love more important than being married?'</p> <p>'How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?'</p> <p>'What is diversity? Why is it important? Should we respect all diverse practices? Discuss.'</p> <p>'What is justice? Is justice present in all countries all over the world?'</p> <p>'What is injustice? How can we help those who face injustice?'</p> | <p>'What skills and qualities do you have to solve problems that you might face?'</p> <p>'How can you help others to solve problems?'</p> <p>'Is it always our responsibility to solve a problem?'</p> <p>'Can all problems be fixed?'</p> <p>'Who can you ask for help and support if you need it?'</p> <p>'Why is it important to ask for help?'</p> |

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|---|---|---|--|--|
| Year 5 | <p>'How might your emotions/feelings change as you move through puberty? Will everyone's experiences be the same?'</p> <p>'Is it always possible to know how someone is feeling through their body language?' 'How else can we know how someone is feeling?'</p> | <p>'How might puberty cause the male body to change?'</p> <p>'How might puberty cause the female body to change?'</p> <p>'What do you think will be the hardest physical change of puberty to cope with?'</p> | <p>'What different types of relationships can people be in?'</p> <p>'What could you do to manage the unhealthy relationship behaviour?'</p> | <p>'How can we challenge stereotyping and bullying?'</p> <p>'Why is it important to challenge stereotyping and bullying?'</p> <p>'Can feedback always be used for personal growth. Discuss and use examples to demonstrate your ideas.'</p> | <p>'How do you know who you are sharing your information with?'</p> <p>'How do you know if that person shares your information with someone else?'</p> <p>'Someone has had personal information shared about them. How might this make them feel?'</p> <p>'Discuss the cause and effects of poverty locally and globally.'</p> <p>'Compare the impact of poverty locally and globally.'</p> <p>'Discuss and cause and effect of inequality (including gender inequality) locally and globally.'</p> <p>'Compare the impact of inequality locally and globally.'</p> <p>'Discuss: the media is always biased. It provides no valuable source of information.'</p> | <p>'Who could you ask to help you, if you found something online that upset you?'</p> <p>'Should we believe everything we see online? How can we challenge what we see?'</p> <p>'What does it mean to have a growth mindset? What does it mean to have a fixed mindset?'</p> |

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|--|---|--|--|---|
| Year 6 | <p>‘What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?’</p> <p>‘How does it feel to give someone a compliment? How does it feel to receive a compliment?’</p> <p>‘Why is it important to feel positive about how you look?’</p> <p>‘How can our feelings impact others? Are we always responsible for this?’</p> | <p>‘What do you think will be the hardest emotional change to go through during puberty?’</p> <p>‘How does good physical health improve mental health? Do the two impact on each other?’</p> | <p>Evaluate the impact and consequences of discrimination.</p> <p>‘What responsibilities do we have towards preventing discrimination? What responsibilities do others have towards helping to prevent discrimination?’</p> | <p>‘What would it be like if someone didn’t let you have any of your favourite things?’</p> <p>Evaluate the impact of stereotyping and suggest ways it can be prevented.</p> <p>Why is it important to have our human rights defended? At what cost should they be protected?</p> <p>Is it ever right to take away someone’s human rights?’</p> <p>‘Should all cultural practices be respected? Explain your answers with views for and against.</p> | <p>‘How can we prevent a cold from being shared?’</p> <p>‘Sometimes true, always true, never true: Conflict is always necessary to resolve disagreements and problems.’</p> <p>‘Sometimes true, always true, never true. We are always responsible for managing personal conflicts.’</p> | <p>‘How can we ask for help?’</p> <p>‘Where are best places to seek support?’</p> <p>‘Can we challenge some advice that we are given?’</p> <p>‘What is the impact of growth mindset on our own personal growth?’</p> <p>‘How can we support others who might be finding things difficult?’</p> <p>‘Is it our responsibility to fix other peoples problems? What could you do if you don’t know how to solve a problem?’</p> |

Appendix B: RSE/PSHE Long term plan: The black objectives are prepared and planned for in the Education solution resource. Teachers are to use their discretion and adapt planning according to the needs of their class. The blue objectives are not included in the resource, and therefore class teachers will have to plan and resource these sessions.



RSE/PSHE/Mental Health Long term plan

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|------|--|--|--|---|---|---|
| EYFS | <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>Pupils can identify what is fair and unfair and the importance of caring and sharing.</p> <p>Pupils can show sensitivity to people’s feelings and needs.</p> <p>Pupils demonstrate an awareness of self and their own uniqueness.</p> <p>Pupils can demonstrate an understanding of their own self-worth and worth of others.</p> | <p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> | <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Pupils can recognise their own uniqueness and value of every person.</p> <p>Pupils can recognise how their own actions have consequences.</p> | <p>Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p> | <p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us.</p> | <p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils can ask questions and begin to suggest a way to solve a problem.</p> |

Curriculum Skills and Progression Map



| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|--|--|--|---|---|
| Year 1 | Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond. | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means. | Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world. | Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school. | Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention. |
| Year 2 | Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging. | Pupils can recognise how they grow and will change as they become older. | Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits. | Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied. | Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid. |
| Year 3 | Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem. | Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. | Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships. | Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion. | Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met. | Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret. |

| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|---|---|---|---|---|
| Year 4 | Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. | <p>Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.</p> <p>Pupils can identify some causes and effects of conflict at all levels from personal to global.</p> | Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves. | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. |
| Year 5 | <p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures and tone.</p> | Pupils can anticipate how their body may change as they approach and/or move through puberty. | Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. | <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p> | <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p> | <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p> |

Curriculum Skills and Progression Map



| | Autumn 1: My feelings | Autumn 2: My body | Spring 1: My relationships | Spring 2: My beliefs | Summer 1: My rights and responsibilities | Summer 2: Asking for help |
|--------|--|--|---|--|---|--|
| Year 6 | <p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p> | <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p> | <p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p> | <p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people's human rights current and historical.</p> | <p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p> | <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p> |