

MCPA

Personal Social Economic Education: Annual Overview 2024-2025

<b>Theme</b>	<b>Relationships</b>	<b>Health and Well being</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Health and Well being</b>	<b>Living in the Wider World</b>
<b>Link</b>	<b>Behaviour</b>	<b>Determination/ Grit</b>	<b>Courage</b>	<b>Friendship</b>	<b>Attitude</b>	<b>Enthusiasm</b>
<b>UNICEF RRS</b>	<b>European Day of Languages World Food Day/ Harvest Black History month</b>	<b>Remembrance International day of Persons with Disabilities Anti-bullying week</b>	<b>Children’s mental health week Safer internet day LGBT+ History month</b>	<b>International Women’s Day World Water Day</b>	<b>Earth Day Mental Health Awareness week</b>	<b>Soccer Aid for UNICEF World Refugee Day Holiday safety</b>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<b>‘Think Equal’ Curriculum</b>					

<b>Year R</b>	<ol style="list-style-type: none"> <li>Roles different people play in our lives</li> <li>Identify people who love and care for them and what they do to help them feel cared for.</li> <li>How people make friends and what makes a good friendship.</li> <li>Bodies and feelings can be hurt by words and actions.</li> <li>To recognise that some things are private and the importance of respecting privacy: that parts of the body covered by underwear are private.</li> <li>What is kind and unkind behaviour, and how this can affect others.</li> </ol>	<ol style="list-style-type: none"> <li>What keeping healthy means</li> <li>Foods that support good health and the risks of eating too much sugar</li> <li>Different feelings humans can experience</li> <li>To recognise and name feelings</li> <li>Recognise what makes them special</li> <li>Recognise the ways in which we are all unique</li> <li>Recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>The people whose job it is to keep us safe</li> </ol>	<ol style="list-style-type: none"> <li>What rules are and why they are needed</li> <li>Different groups we belong to</li> <li>Not all information is true</li> <li>What money is- its forms and sources</li> <li>Everyone has different strengths</li> </ol>	<ol style="list-style-type: none"> <li>To identify common features of family life</li> <li>How to recognise when they or someone else feels lonely and what to do</li> <li>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>How to respond safely to adults they don’t know</li> <li>Recognise the ways in which they are the same and different to others</li> </ol>	<ol style="list-style-type: none"> <li>About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>About growing and changing from young to old and how people’s needs change</li> <li>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>About things that people can put into their body or on their skin; how these can affect how people feel</li> </ol>	<ol style="list-style-type: none"> <li>What money is; forms that money comes in; that money comes from different sources</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>About preparing to move to a new class/year group</li> <li>About change and loss; to identify feelings associated with this; to recognise what helps people to feel better</li> <li>About growing and changing from young to old and how people’s needs change</li> </ol>
<b>Year 1</b>	<ol style="list-style-type: none"> <li>Identify common features of family life</li> <li>Recognise when they or someone else feels lonely and what to do</li> <li>How people may feel if they experience hurtful behaviour or bullying</li> <li>How to respond safely to adults they don’t know</li> <li>Recognise ways in which they are the same and different to others</li> </ol>	<ol style="list-style-type: none"> <li>Simple hygiene routines that can stop germs from spreading</li> <li>Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy</li> <li>How feelings can affect people’s bodies and how they behave</li> <li>To recognise what others might be feeling</li> <li>To recognise ways in which we are all unique</li> <li>That household products (including medicines) can be harmful if not used correctly</li> <li>People whose job it is to keep us safe</li> </ol>	<ol style="list-style-type: none"> <li>People and other living things have different needs</li> <li>Recognise the ways they are the same as and different to other people</li> <li>Role of the internet in everyday life</li> <li>Difference between needs and wants</li> <li>Jobs help people to earn money to pay for things</li> </ol>	<ol style="list-style-type: none"> <li>Roles different people play in our lives</li> <li>Simple strategies to resolve arguments between friends positively</li> <li>That hurtful behaviour is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>How to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>Know there are situations when they should ask for permission and also when there permission should be sought</li> <li>How to treat themselves and others with respect; how to be polite and courteous</li> <li>How to listen to other people and play and work cooperatively</li> </ol>	<ol style="list-style-type: none"> <li>How to keep safe in the sun and protect skin from sun damage</li> <li>To recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>About ways of sharing feelings; a range of words to describe feelings</li> <li>To name the main parts of the body including external genitalia (Pantosauros)</li> <li>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>About things that people can put into their body or on their skin; how these can affect how people feel</li> </ol>	<ol style="list-style-type: none"> <li>Different jobs that people they know or people who work in the community do</li> <li>That everyone has different strengths</li> <li>About preparing to move to a new class/year group</li> <li>About change and loss; to identify feelings associated with this; to recognise what helps people to feel better</li> <li>About growing and changing from young to old and how people’s needs change</li> </ol>

<p>Year 2</p>	<ol style="list-style-type: none"> <li>1. Different types of families including those that may be different from their own</li> <li>2. Simple strategies to resolve arguments between friends positively</li> <li>3. That hurtful behaviour including teasing, name calling, bullying and deliberate exclusion of others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>4. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>5. To listen carefully to other people and play and work cooperatively</li> <li>6. How to talk about and share their opinions on things that matter to them</li> </ol>	<ol style="list-style-type: none"> <li>1. How physical activity helps us to stay healthy; and ways to be physically active</li> <li>2. About the people who help us stay physically healthy</li> <li>3. How to recognise what others might be feeling</li> <li>4. To recognise what they are good at, what they like and dislike</li> <li>5. About rules and age restrictions that keep us safe</li> <li>6. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Things we can do to look after the environment</li> <li>2. Roles and responsibilities of people in the community</li> <li>3. People make different choices about how to save and spend money</li> <li>4. Jobs people we know or people in the community do</li> </ol>	<ol style="list-style-type: none"> <li>1. Importance of telling someone if something about their family makes them feel unhappy or worried</li> <li>2. How to ask for help if a friendship is making them feel unhappy</li> <li>3. How people may feel if they experience hurtful behaviour or bullying</li> <li>4. The importance of not keeping adults' secrets</li> <li>5. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>6. About how to treat themselves and others with respect; how to be polite and courteous</li> <li>7. That sometimes people may behave differently online, including by pretending to be someone they are not</li> </ol>	<ol style="list-style-type: none"> <li>1. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>2. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>3. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>4. How to manage when finding things difficult</li> <li>5. About growing and changing from young to old and how people's needs change</li> <li>6. About what to do if there is an accident and someone is hurt</li> <li>7. How to get help in an emergency (how to dial 999 and what to say)</li> </ol>	<ol style="list-style-type: none"> <li>1. About some of the strengths and interests someone might need to do different jobs</li> <li>2. That money needs to be looked after; different ways of doing this</li> <li>3. That not all information seen online is true</li> <li>4. To recognise the ways they are the same as, and different to, other people</li> <li>5. About preparing to move to a new class/year group</li> <li>6. About change and loss; to identify feelings associated with this; to recognise what helps people to feel better</li> <li>7. About growing and changing from young to old and how people's needs change</li> </ol>
<p>Year 3</p>	<ol style="list-style-type: none"> <li>1. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>2. What constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same applies to online friendships</li> <li>3. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, trolling, name calling, bullying, harassment or exclusion); how to report concerns and get support</li> <li>4. How to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>5. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others</li> </ol>	<ol style="list-style-type: none"> <li>1. What constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks of not eating a healthy diet including obesity and tooth decay</li> <li>2. To recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>3. To recognise that feelings can change over time and range in intensity</li> <li>4. Personal identity; what contributes to who we are (eg ethnicity, family, gender, faith, culture, hobbies, likes/ dislikes)</li> <li>5. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>6. How to predict, assess and manage risk in different situations</li> </ol>	<ol style="list-style-type: none"> <li>1. Shared responsibility for protecting the environment in school and at home; how everyday choices affect the environment</li> <li>2. Different groups that make up our community; what living in a community means</li> <li>3. Ways the internet and social media can be used negatively and positively</li> <li>4. Risks associated with money and ways of keeping money safe</li> <li>5. There is a broad range of jobs we can do and people can have more than one job/ career</li> </ol>	<ol style="list-style-type: none"> <li>1. That a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>2. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>3. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>4. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> <li>5. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> </ol>	<ol style="list-style-type: none"> <li>1. About the elements of a balanced, healthy lifestyle</li> <li>2. Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>3. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>4. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>5. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> <li>6. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> </ol>	<ol style="list-style-type: none"> <li>1. About the different groups that make up their community; what living in a community means</li> <li>2. 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>3. To identify the kind of job that they might like to do when they are older</li> <li>4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>5. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>6. Strategies to manage transitions between classes and key stages</li> </ol>

<p>Year 4</p>	<ol style="list-style-type: none"> <li>To recognise that there are different types of relationships (eg friendship, family, romantic, online)</li> <li>How friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>About the impact of bullying, offline and online, and the consequences of hurtful behaviour</li> <li>About keeping something confidential or secret, when this should (eg surprise party) or should not be agreed to and when it is right to break confidence or share a secret</li> <li>That personal behaviour can affect other people; to recognise and model respectful behaviour (including online)</li> </ol>	<ol style="list-style-type: none"> <li>What good physical health means; how to recognise early signs of physical illness</li> <li>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>About choices to support a healthy lifestyle and recognise what might influence these</li> <li>Strategies and behaviour that support mental health- including how good quality sleep, physical exercise, time outdoors, being involved in community, doing things for others, clubs, activities, hobbies and time with friends/ family can support mental health and well-being</li> <li>To identify personal strengths, skills, achievements and interests and how these contribute to self-worth</li> <li>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, tv, films games</li> </ol>	<ol style="list-style-type: none"> <li>Importance of compassion towards others; shared responsibility we have to other living things</li> <li>Diversity; what it means, benefits of diverse communities and valuing diversity</li> <li>Ways information and data is shared and used online</li> <li>How people make spending decisions</li> <li>Different attitudes towards saving and spending</li> <li>How money can impact feelings and emotions</li> <li>Skills that can help them in their future careers</li> </ol>	<ol style="list-style-type: none"> <li>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</li> <li>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ol>	<ol style="list-style-type: none"> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> <li>About everyday things that affect feelings and the importance of expressing feelings</li> <li>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> <li>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> </ol>	<ol style="list-style-type: none"> <li>To value the different contributions that people and groups make to the community</li> <li>About the relationship between rights and responsibilities</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 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>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>Strategies to manage transitions between classes and key stages</li> </ol>
<p>Year 5</p>	<ol style="list-style-type: none"> <li>To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</li> <li>The importance of seeking advice if feeling lonely or excluded</li> <li>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>About discrimination; what it means and how to challenge it</li> <li>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different from their own</li> </ol>	<ol style="list-style-type: none"> <li>How regular exercise benefits mental and physical health; recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviours and ability to learn</li> <li>To recognise warning signs about mental health and well-being and how to seek support for themselves and others</li> <li>Recognise their individuality and persona; qualities</li> <li>How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</li> <li>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> </ol>	<ol style="list-style-type: none"> <li>Reasons for rules and laws; consequences of not adhering</li> <li>How stereotypes can negatively influence behaviours and attitudes towards others</li> <li>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>How text and media can be manipulated or invented; strategies to evaluate sources</li> <li>Different ways to pay for things and the choices people have</li> <li>How people make spending decisions based on priorities, needs and wants</li> <li>Stereotypes in the workplace and how they should not limit aspirations</li> <li>What might influence a person's career or job decisions</li> </ol>	<ol style="list-style-type: none"> <li>About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>About seeking and giving permission (consent) in different situations</li> <li>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> </ol>	<ol style="list-style-type: none"> <li>About what is meant by first aid; basic techniques for dealing with common injuries</li> <li>About the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> <li>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by</li> </ol>	<ol 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 diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>Different ways to keep track of money</li> <li>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</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>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>Strategies to manage transitions between classes and key stages</li> </ol>

					vaccinations and immunisations; how allergies can be managed	
Year 6	<ol style="list-style-type: none"> <li>About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>About discrimination: what it means and how to challenge it</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ol>	<ol style="list-style-type: none"> <li>How to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</li> <li>About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> <li>About the physical and emotional changes that happen when approaching and during puberty</li> <li>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> </ol>	<ol style="list-style-type: none"> <li>Recognise there are human rights that are there to protect everyone</li> <li>How stereotypes can negatively influence behaviours and attitudes towards others</li> <li>What things are appropriate to share and things that should not be shared on social media; including rules for sharing images</li> <li>People have different attitudes to towards saving and spending money; what is 'good' value for money</li> <li>What might influence a person's career or job decisions</li> <li>Skills that can help them in their future careers</li> <li>To recognise different routes into careers</li> </ol>	<ol style="list-style-type: none"> <li>That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ol>	<ol style="list-style-type: none"> <li>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>About where to get more information, help and advice about growing and changing, especially about puberty</li> <li>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li> <li>That for some people gender identity does not correspond with their biological sex</li> <li>About the new opportunities and responsibilities that increasing independence may bring</li> <li>That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</li> </ol>	<ol 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> <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>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>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> <li>To identify the kind of job that they might like to do when they are older</li> <li>Strategies to manage transitions between classes and key stages</li> </ol>