

Sledmere Primary School
Spring Medium Term Planning Overview for PSHE/RSE 2022

Year Group	Week 1 3/1/22	Week 2 10/1/22	Week 3 17/1/22	Week 4 24/1/22	Week 5 31/1/22	Week 6 7/2/22 Children's Mental Health Week	Week 7 14/2/22	Week 8 28/2/22	Week 9 7/3/22	Week 10 14/3/22 Comic Relief	Week 11 21/3/22	Week 12 28/3/22 Online Safety	Week 13 4/4/22 Online Safety
Nursery	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	<p>Staying Safe Outside</p> <p>Explain to the children that today/this week we are going to be talking about staying safe outside.</p> <p>Tell them that they are going to be safety detectives and looking for clues or things that help keep us safe outside.</p> <p>Before leaving for your walk ask:</p> <p>Do we need to wear anything before we go outside?</p> <p>When outside, encourage the children to look for things or areas that help to keep us safe. Also look for things they will need to be safe around. Discuss each one, in turn.</p> <p>This could include:</p> <p>Plants such as nettles, holly and foxgloves Speed limit signs Pavements Cars Signage in the car park Muddy areas</p>	<p>Staying Safe Outside</p> <p>Little Red Riding Hood</p> <p>Themes that you could discuss are:</p> <p>Talking to strangers - Little Red Riding Hood doesn't know the wolf, should she be talking to him?</p> <p>Picking flowers - making sure they are safe to pick.</p> <p>Is it safe to walk on our own? Should Little Red Riding Hood have waited until a safe adult (grown-up) was free to go with her?</p>	<p>What's safe to go into my body</p> <p>During carpet time ask the children to sit in a circle so they can see what you show them.</p> <p>On a mat or tray present them with the following items:</p> <p>Laundry detergent (powder or liquid)</p> <p>Cleaning spray</p> <p>Bottle of medicine - e.g. Calpol or similar</p> <p>Medicine tablets</p> <p>Washing up liquid</p> <p>Hand soap</p> <p>Mints or sweets that could look like tablets</p> <p>Bottle of paint</p> <p>Glue</p> <p>Sunscreen</p> <p>Hand lotion</p> <p>Rubber gloves</p> <p>Plasters</p> <p>Ask:</p> <p>Is there anything you recognise?</p> <p>After going through the items, go through any of the misconceptions that may have arisen. For example if they mistake the sweets for tablets and vice versa you could</p>	<p>What's safe to go into my body</p> <p>Using different items ask the children to sort them into two groups. You could name the groups safe and unsafe:</p> <p>Items they can use, safely.</p> <p>Items that an adult uses or helps with.</p> <p>Again, show the children the warning signs on products so they know what to look out for.</p> <p>To keep this activity safe, either use clean and empty bottles, or firmly tape closed any lids or spray caps.</p>	<p>Looking after myself</p> <p>Healthy Eating</p> <p>Using a teddy bear, explain that the teddy has been invited to a teddy bears' picnic. They each need to bring some healthy snacks. You can then show them a lunch bag or box.</p> <p>Using the food pictures provided (in Resources needed area), real food or role-play food, show the children the picnic food options available. (You could even use a shopping basket/trolley to say you/someone has been shopping for the teddy.</p> <p>Have available a range of healthy snacks (fruit, vegetables, cheese cubes, yoghurt, cracker) and unhealthy (sweets, crisps, cakes, biscuits). If popular amongst your class you may also want to include pressed fruit snacks or bars (or a picture of them) as although made from fruit they do contain high levels of sugar.</p> <p>Explain that healthy snacks (showing some examples) give us lots of energy and make us feel good inside.</p> <p>Some snacks are just for sometimes (show some unhealthy examples).</p> <p>Ask</p> <p>Do you know what the sweet stuff inside is?</p>	<p>Children's Mental Health Week</p> <p>Place2Be activities</p>	<p>Looking after myself</p> <p>Making Fruit kebabs.</p> <p>Discuss different healthy fruits and their appearance, taste and smell.</p> <p>Teach the children the following song:</p> <p>Twinkle twinkle little star,</p> <p>Look how clean my two hands are.</p> <p>Soap and water, wash and scrub,</p> <p>Get those germs off rub-a-dub.</p> <p>Twinkle twinkle little star,</p> <p>Look how clean my two hands are.</p>	<p>Looking after others</p> <p>Our special people - family</p> <p>Put the pictures of the children's families up on the wall/board.</p> <p>Give the children time to look, compare and chat about what they see. You can use this as an opportunity to listen in to their conversations about families, similarities and differences.</p> <p>Explain that today we're thinking about how we look after other people.</p> <p>Ask:</p> <p>Who do we/you look after?</p> <p>Can you help your Dad/Mum/Granny/Uncle/Cousin?</p> <p>The children might talk about how they help with jobs/chores like washing up or tidying their bedroom.</p> <p>Pick up on this, explaining that it will help their family look after them.</p> <p>Ask:</p> <p>How can you look after their feelings?</p> <p>Prompt with:</p> <p>If they feel sad, how can you help?</p> <p>If they are hurt, how can you help?</p> <p>If your grown-up is poorly they might need some quiet time. You could ask if they need a cuddle.</p>	<p>Looking after others</p> <p>Our special people - friends</p> <p>Show a class photograph of all the children, on the board.</p> <p>Give the children time to look, compare and chat about what they see. You can use this as an opportunity to listen in to their conversations about friends, similarities and differences.</p> <p>Ask:</p> <p>What can we do to help our friends?</p> <p>You might have a bank of photographs of children interacting, supporting one another or helping each other.</p> <p>Prompt with the following, as appropriate:</p> <p>If they fall over, you can ask them how they are, get an adult to help, ask if they want a cuddle.</p> <p>If they look lonely or sad you can ask them what's happened.</p> <p>If they are cross or angry you could give them some time on their own, or tell an adult, or help them solve their problem. Again, reiterate it is important to speak to an adult to tell them how you/your friend is feeling.</p> <p>Ask:</p>	<p>Comic Relief activities- Comic Relief launch assembly</p> <p>Powerpoint</p> <p>Comic Relief Video</p> <p>Comic relief craft activities.</p>	<p>Looking after my environment</p> <p>Oh no! What's happened to our classroom?</p> <p>Before the children arrive at school you can do any of the following:</p> <p>Make the room untidy, perhaps in a similar state to what it's like before tidy-time.</p> <p>Make one area very messy</p> <p>Alternatively, take photographs of areas when they are particularly untidy to show the children on the interactive whiteboard.</p> <p>When the children arrive, let them take in their surroundings so they notice the change or 'problem'.</p> <p>When the children sit down, ask them if they have noticed anything in the classroom.</p> <p>The children may go down the route of thinking that someone has come in and made a mess. This may be imaginative and</p>	<p>People who help to keep me safe</p> <p>Ask:</p> <p>Who are the people who look after you? As prompts you could use images of the children's families, or generic images of families, online.</p> <p>Some children may talk about other relatives if they are main, or regular caregivers.</p> <p>Encourage the children to think about all those who look after them outside of the home.</p> <p>Ask:</p> <p>Is there anyone at school/nursery who helps you? If you also have other provisions (e.g. breakfast club) they might mention these adults.</p> <p>Again, provide children with visual prompts as necessary.</p> <p>Ask:</p> <p>When do these people help us? Here, you could provide images or suggest examples.</p> <p>Using a puppet/toy/person a doll/class mascot, tell the children that the puppet is feeling sad when they go to school.</p> <p>The children may naturally ask or you</p>	<p>People who help to keep me safe</p> <p>Activity 3 - What could Harold do?</p> <p>Using the 'What could Harold do?' resource (see Resources needed area), tell the children you have received some texts from Harold's mum/dad's phone.</p> <p>It would be more effective if these were cut out separately. You could even attach them to an old phone or toy phone.</p> <p>Ask the children what advice we should send back.</p> <p>Again, as well as other solutions, reiterate that Harold should probably talk to an adult about how he's feeling.</p> <p>Alternatively you could write the messages on pieces of paper and put them into an envelope addressed to the class.</p>

	<p>Rabbit holes Funghi Bird poo</p>		<p>ask: 'Why is it important to know what they are?' Ask: Is there anything we need to be safe or careful around? Anything that could be dangerous, if we're not safe or careful? Show the children the labels and warning signs. Discuss where these items are kept and why that is (in a high, preferably locked cupboard, out of reach and sight of young children). Medicine discussion Ask: Who looks after the medicine (at school/home)? Where is the medicine safely stored/kept? What might happen if someone has the medicine when they're not poorly? (It could make them ill. It could be extremely harmful, especially for a small person's body.) What might happen if someone has too much medicine? (Too much of a medicine, even if it's the correct one for a person, can be extremely harmful.) Show the class that medicine has lots of instructions to help grown-ups know how to use medicine safely. Make them aware of the green first aid sign on first aid</p>	<p>What makes it taste sweet? (Sugar) Prompt the children to explain what they might have heard about sugar. Ask the children to choose healthy snacks that the teddy can take to the picnic. If a child chooses a snack such as chocolate, praise for having a go and refer back to it as a very tasty snack, only for sometimes, so Teddy doesn't have too much sugar. Today we're looking for healthy snacks.</p>		<p>If your grown-up is happy, how can you celebrate?</p>	<p>How does it make us feel when we help our friends?</p>		<p>support other learning, or some may become worried. Therefore follow this plan according to the needs of your class. You may find it more suitable to show them the photos you took of the setting before it was tidied. Ask: How can we care for our classroom? What could we do to fix it? Why is it important to care for our classroom? Take some suggestions from the children, then ask them to volunteer for different 'jobs' to help tidy up.</p>	<p>could extend your story to why this might be. It could be for one of a number of reasons. You may find it has an impact if you use a scenario that reflects the current happenings in the class. For example: They don't like the food at snack time. They miss their Mum/Dad/Grown-up. They feel tired when they are at school/nursery. There is someone at school/nursery who won't play with them/let them join in. They feel worried/sad because they don't know anyone. They are scared of the older children. You may want to start this activity with a story or book about the Emergency services, for example Emergency! By Margaret Mayo. You may already have images or dolls of doctors, nurses, fire fighters, police officers and paramedics in your classroom resources. You could also include lifeguards, lifeboat crew, mountain rescue and others - ideally, tailor this to be as relevant as possible to your community. Talk with the children about how these different people could help us. Ask: Is there somewhere we can find these people? Say:</p>	
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			cupboards and boxes.									<p>Sometimes we need help straight away. This is an emergency.</p> <p>Ask: Have you heard the special number to call for them? Then allow the children to continue to talk about the different roles these people play and what to do in an emergency.</p> <p>It may arise or you may want to make clear that an emergency with their feelings is usually to be told to an adult that they feel safe with. This might be your family OR a teacher.</p> <p>The children can be encouraged to draw pictures or create small worlds with different people.</p>	
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Children will be able to: Learn how to recognize dangers and how to prepare and respond.	Children will be able to: Learn how to recognize dangers and how to prepare and respond.	Children will be able to: Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	Children will be able to: Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment.	Children will be able to: Talk about their own feelings and wishes and respect the wishes of others.	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Children will be able to: Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment	Children will be able to: Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	Children will be able to: Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	Children will be able to: Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products

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	Children will be able to: Learn how to recognize dangers and how to prepare and respond.	Children will be able to: Learn how to recognize dangers and how to prepare and respond.	Children will be able to: Know which products in the home are to be used only by adults Sort items according to their use and purpose Explain who can give medicine to children and why	Children will be able to: Know which products in the home are to be used only by adults Sort items according to their use and purpose Explain who can give medicine to children and why	Children will be able to: Talk about how healthy food and keeping clean can help our bodies Name some healthy foods Try new experiences	Children will be able to: Talk about their own feelings and wishes and respect the wishes of others.	Children will be able to: Talk about how healthy food and keeping clean can help our bodies Name some healthy foods Try new experiences	Children will be able to: Name some activities that they can do to help out at home Talk about how they can look after other members of their family Talk about how they can look after their friends	Children will be able to: Name some activities that they can do to help out at home Talk about how they can look after other members of their family Talk about how they can look after their friends	Children will be able to: Learn about similarities and differences and what makes them unique. Children will learn about the importance of helping others.	Children will be able to: Show care and responsibility for their home and learning environments	Children will be able to: Name key relatives/care givers at home and those who care for them in their education settings Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do Talk about what makes them feel safe	Children will be able to: Name key relatives/care givers at home and those who care for them in their education settings Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do Talk about what makes them feel safe
Reception	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	Safe indoors and outdoors Activity 1 - Keeping our classroom safe Create Hold on Harold safety posters or 'Staying Safe in Reception Manual' for the various areas of the classroom e.g. water – do not drink the water. Designing and making – how to be safe with scissors, staplers, woodwork tools etc. Outside – how to store and carry equipment. Computers – Internet access rules etc. How to stay safe in PE.	Safe indoors and outdoors Activity 2 - Staying safe outside Children design and build an obstacle course. Use large equipment, blocks, planks, ladders etc to create a course to travel/balance on. Is it safe? What are the risks? Children can take turns in the different roles and wear the appropriate badge for this (these are provided in the Resources needed area): Health and Safety Officer Chief Tester Course Designer Course Builder Risk Detective	What's safe to go onto my body Begin with some key questions about the things we put onto our bodies. Introduce different times of day to draw out different things. What things do we put onto our body: When we get up in the morning, what goes onto our body? (clothes) When we play outside (coat, scarf, hat etc.) If we hurt ourselves when playing (plaster, cream) At night time (pyjamas, slippers) Which things feel good? Which things feel unpleasant? Which things are ok - and why? Which things are not so good - and why? With the children sitting in a circle, ask for a volunteer to draw round,	What's safe to go onto my body In advance of this lesson, collect some items that can be used to make a story sack to go with the book Hold on Harold! Items can include: Different kinds of medicine bottles (empty) Empty medicine packets such as paracetamol, ibuprofen (boxes only - no tablets) Some clear plastic bottles containing brightly coloured liquids (make these up using food dye or paint) A giraffe soft toy, puppet, or finger puppet, made using the picture of Harold in the Resources needed area. Begin with some key questions about the things that we put into our bodies, for example: What goes into our body? (list) Who puts it there? What about if we're ill/poorly? Where do you think things go when we swallow them?	Keeping Myself Safe - What's safe to go into my body (including medicines) Read the Hold on Harold! story from the IWB slides (provided) and ask the class the suggested questions below. You can either discuss these questions as a whole class or children could work with talking partners. Use the items from the story sack (if using) to support the story. Pictures 1-3: Harold's feeling hungry. He wants something to eat. Harold sees something in a packet that looks just like a sweet. But hold on Harold, is it safe? What different things might be in the packet? (Ensure that the possibility of the packet containing medicines is brought up.) Would it be okay for someone to eat something if they don't know what it is? What do the children think Harold should do? (e.g. leave the packet where it is; ask a grown-up what it is; not touch something	Children's Mental Health Week Place2Be activities Looking after my special people Ask the children to draw a picture of the people in their family, including themselves. Whilst they are doing so, encourage a discussion around differences in families and how each person has a 'role' in looking after the others. When complete, ask the children to label each family member (they could be written underneath, to the side, or using a sticky note/label) and write how they look after the family. If they have younger siblings and get stuck, you could ask "How does the family feel when they smile or laugh?" For those who are still mark-making, you could record what they say or scribe for them. Activity 2 - Describing feelings Using an online search engine find some generic	Looking after my friends Begin by asking the children how they can look after their friends. In pairs ask the children to talk to each other saying ways in which they can look after each other or their friends in their class. Ask: When might someone need help from a friend? Can you tell your friend how you would like them to help you? One way of looking after our friends is by giving them help. You may want to discuss at this point that if they feel unsafe or uncomfortable about what a friend has asked they can say no. Invite the children to share what they discussed and when they have been helped by their friends. If you have any children with SEND (including allergies or health needs) they may want to share when they need help, or friends may share	Looking after my friends Begin by asking the children how they can look after their friends. In pairs ask the children to talk to each other saying ways in which they can look after each other or their friends in their class. Ask: When might someone need help from a friend? Can you tell your friend how you would like them to help you? One way of looking after our friends is by giving them help. You may want to discuss at this point that if they feel unsafe or uncomfortable about what a friend has asked they can say no. Invite the children to share what they discussed and when they have been helped by their friends. If you have any children with SEND (including allergies or health needs) they may want to share when they need help, or friends may share	People who help to keep me safe Begin with some key questions about how trusting adults, using ideas that follow on from the Jessie and friends workbook from CEOPs Think You Know resources. To get these resources, go to the website www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ and download the Animations and Resources file (on the right-hand side of the page). You will need to register first, but the resources are free for schools. How do you find an adult you can trust? How do they make you feel when you are sad or hurt? Do they scare you? Can you talk to them about anything without feeling worried? Do you feel close to them? Have they helped you with something before? Can you name some people in your life like this? Explain that the people who help us most are the people that we know - family, adults at school, friends etc.	Comic Relief activities- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.	People who help to keep me safe Activity 1 - crossing the road Take groups outside into the playground or suitable space and practise road safety, using the Green Cross Code drill. Activity 2 - people who can help Arrange a visit from one of the emergency services to come to talk to the children - e.g. police officer, firefighter. Also include a discussion about how we help people who help us, e.g. by being respectful, following instructions, knowing some personal information e.g. our address and also the name of our mum/dad/carer.	Keeping safe online As a whole class watch the film Jessie and Friends Episode one, Watching Videos (4-5 years), available here. The story in this film is also available as a book that you can download, if preferred. Review the story with the children, checking their understanding of its key messages.	Keeping safe online Children write - or tell an adult - one sentence that they remember from the song in a speech bubble coming out of Jessie's or the dog's mouth, e.g. "If I feel worried about anything, I can tell an adult I trust". In groups write some rules for the classroom to go near the computer/technology/IP ad area about keeping safe when online or watching videos and about sharing child-friendly search engines.

			<p>creating an outline of a person.</p> <p>Using the pictures provided on the 'What goes onto my body?' Teacher resource (see Resources needed area), talk about each one and then stick it around the body outline. You can draw on any things that the children think of which aren't provided. Label each item and also the external parts of the body (leg, arm, head, body etc.)</p> <p>When it's complete, stick the body picture onto the wall and review it as a story, for example, telling the story of what happens to someone's body during the course of the day:</p> <p>Waking, washing (soap, water) Getting dressed (clothes - school clothes, warm clothes for going to school) At school (aprons, paint, glue, sand, dressing up clothes etc.) Lunchtime (food and drinks - spills and messy eating) Playtimes (warm clothes - hats, scarves) At bedtime (nightclothes, bedding) Finish by encouraging the children to think of the different types of things they put onto their body - e.g. things that:</p>	<p>(Into our stomach/tummy then into our blood and all around our body, from our head to our toes, including into our brain and our heart.)</p> <p>Introduce the character of Harold the giraffe - you can show his picture (in Resources needed area) on the IWB or the finger puppet of Harold/giraffe toy, if using, explaining that we're going to hear a story about Harold.</p> <p>Begin with some key questions, for example:</p> <p>Who here has ever felt poorly or ill? Explain that our body is very clever at getting better by itself but sometimes it needs a bit of help. What sort of things can make us feel better when we're not very well? (Rest, sleep, water, fresh air, healthy food, a cuddle, sometimes medicine. NB: make sure that you get a range of responses to this question so that you don't reinforce the idea that we always need to take medicine to feel better).</p> <p>If you had some medicine at home, who would normally look after it? (Parent or carer) Why does an adult need to look after medicine for a child? (Because medicines can be harmful if they're not used properly) Where would a parent or carer get the medicine from? (A doctor might prescribe or it could be purchased from a pharmacy/chemist</p>	<p>that doesn't belong to him.)</p> <p>Pictures 4-6: Harold's feeling thirsty. He wants something to drink. Harold has seen a lot of bottles under the kitchen sink. But hold on Harold, is it safe?</p> <p>What different things might be in the bottles? Do we know what is in the bottles? Why might they be unsafe? Who could we ask before we drink things from bottles? Pictures 7-8: Not everything is safe to touch or put inside your tummy. If Harold needs someone to help him he could ask his mummy!</p> <p>What other things might not be safe to touch or swallow (e.g. aerosols, discarded needles, matches, broken glass, electrical appliances, hot things etc.)</p> <p>Who could you ask if you were unsure about whether something was safe to touch, eat or drink? Who would you ask at home or at school?</p>	<p>images of adults displaying different emotions.</p> <p>For each image ask: how is this person feeling?</p> <p>Then go through the images again. Ask:</p> <p>Why might they be feeling like that? What could their family do to look after their feelings? Again talk about how some people might want to be alone with their feelings, and how to respect that and give people space.</p>	<p>how they have helped them.</p> <p>Some children may also have friends beyond the classroom and want to share experiences about them. This is also valuable.</p> <p>Fuzzy Feeling jar Throughout a period of time, challenge the children to create fuzzy feelings (pom-pom or cotton wool balls) to go in the jar. This could be for a week or half term depending on the size of the jar.</p> <p>The fuzzy feeling is the feeling someone has when they are looked after and when someone looks after another.</p> <p>When a child spots a fuzzy feeling or receives a fuzzy feeling they can share it and ask to put a pom-pom in the jar.</p> <p>During carpet time show the jar and fuzzy feelings to the children and explain how it works.</p> <p>You could designate a time when fuzzy feelings are shared or you could do it spontaneously.</p> <p>When the jar is full of fuzzy feelings you could host a celebration of the class' kindness.</p>	<p>but that there are people we don't know whose job it is to help keep people safe.</p> <p>Using the People who help keep me safe Teacher resource, show the class the pictures of the different uniforms or equipment. Ask children to guess who they belong to and how these people can help keep them safe (either show these on the IWB or print and show).</p>			
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			them. Develop this so that children make it personal to them, e.g. they could tick the things that they like and put a cross next to things they don't like.										
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Name potential dangers, both inside and outside, and how to avoid getting hurt Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules Talk about how to keep their bodies safe	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Name potential dangers, both inside and outside, and how to avoid getting hurt Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules Talk about how to keep their bodies safe	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	Children will be able to: Name the special people in their lives. Understand that our special people can be different to those of others.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.		Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.
Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan	Learning outcomes specific to this plan
Children will be able to: Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others.	Children will be able to: Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others.	Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe.	Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults).	Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults).	Children will be able to: Talk about their own feelings and wishes and respect the wishes of others.	Children will be able to: Name the special people in their lives. Understand that our special people can be different to those of others.	Children will be able to: Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves.	Children will be able to: Name the people in their lives who help to keep them safe. Name people in their community who help to keep themselves safe in their environment.		Children will be able to: Name the people in their lives who help to keep them safe. Name people in their community who help to keep themselves safe.	Children will be able to: Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.	Children will be able to: Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.	

							Demonstrate building relationships with friends.				in their environment.		
	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements
Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 4. How and when to seek support including which adults to speak to in school if they are worried about their health. Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Physical Health and Mental Wellbeing (Health Education) Health and prevention 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look very different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Relationships Education Being safe 6. How to ask for themselves or others, and to keep trying until they are heard.		Relationships Education Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts,	Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	

	<p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>7. Isolation and loneliness can</p>	<p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an</p>	<p>Relationships Education Families and people who care for me</p> <p>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Relationships Education Caring friendships</p> <p>4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p>					<p>Relationships Education Respectful relationships</p> <p>5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>
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	affect children and that it is very important for children to discuss their feelings with an adult and seek support.		adult and seek support.										
	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
	H14. How to recognise what others might be feeling. H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. About ways of sharing feelings; a range of words to describe feelings. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	H11. About different feelings that humans can experience. H12. How to recognise and name different feelings. H13. How feelings can affect people's bodies and how they behave. H18. 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.	H33. About the people whose job it is to help keep us safe. R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R9. How to ask for help if a friendship is making them feel unhappy	H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	H14. How to recognise what others might be feeling. H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. About ways of sharing feelings; a range of words to describe feelings. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	L10. What money is; forms that money comes in; that money comes from different sources. L11. That people make different choices about how to save and spend money.	L10. What money is; forms that money comes in; that money comes from different sources. L11. That people make different choices about how to save and spend money. L13. That money needs to be looked after; different ways of doing this.	H24. How to manage when finding things difficult.	L2. How people and other living things have different needs; about the responsibilities of caring for them.	L2. How people and other living things have different needs; about the responsibilities of caring for them.			
Year 2	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	How are you feeling today? Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to other's feelings	Let's all be happy! Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). Explain where someone could get help if they were being upset by someone else's behaviour.	When someone is feeling left out Explain how it feels to be part of a group; Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out.	When I feel like erupting Explain, and be able to use, strategies for dealing with impulsive behaviour.	You can do it! Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	Children's Mental Health Week Place2Be activities	A helping hand Demonstrate simple ways of giving positive feedback to others.	Sam moves away Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to	Harold saves for something special Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time. Explain how they might feel when they spend money on different things.	Comic Relief activities- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.	Harold goes camping Recognise that money can be spent on items which are essential or non-essential. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this	On line safety lessons taken from 'Project Evolve' Themes include:-Online relationships Using technology to communicate with others.-Privacy and security Describing and explaining rules to keep my information private eg passwords.	On line safety lessons taken from 'Project Evolve' Themes include:-Online relationships Using technology to communicate with others.-Privacy and security Describing and explaining rules to keep my information private eg passwords.
	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements
	Physical Health and Mental Wellbeing (Health Education)	Physical Health and Mental Wellbeing (Health Education)	Physical Health and Mental Wellbeing (Health Education)	Physical Health and Mental Wellbeing (Health Education)	5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	3. That healthy friendships are positive and welcoming towards others, and do not	Physical Health and Mental Wellbeing (Health Education)					Physical Health and Mental Wellbeing (Health Education)	Physical Health and Mental Wellbeing (Health Education)

	<p>Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Mental wellbeing</p> <p>7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>		<p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p>	<p>make others feel lonely or excluded.</p>	<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>			<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>
PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
		<p>R7. About how to recognise when they or someone else feels lonely and what to do.</p> <p>R20. 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.</p> <p>R23. To recognise the ways in which they are the</p>	<p>H18. 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.</p>	<p>H24. How to manage when finding things difficult.</p>	<p>H14. How to recognise what others might be feeling.</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. About ways of sharing feelings; a range of words to describe feelings.</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>		<p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>	<p>L10. What money is; forms that money comes in; that money comes from different sources.</p> <p>L11. That people make different choices about how to save and spend money.</p> <p>L13. That money needs to be looked after; different ways of doing this.</p>	<p>L2. How people and other living things have different needs; about the responsibilities of caring for them.</p>	<p>L10. What money is; forms that money comes in; that money comes from different sources.</p> <p>L11. That people make different choices about how to save and spend money.</p> <p>L13. That money needs to be looked after; different ways of doing this.</p>		

			same and different to others. L6. To recognise the ways they are the same as, and different to, other people.										
Year 3	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	My special pet Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.	I am fantastic Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves Explain why some groups of people are not represented as much on television/in the media	Getting on with your nerves Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves	Top talents Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	You can do it! Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	Children's Mental Health Week Place2Be activities	Recount task Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language	Can Harold afford it? Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	Earning money Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	Comic Relief activities:- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.		None of your business Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	On line safety lessons taken from 'Project Evolve' Themes include:- Online relationships Using technology to communicate with others. -Privacy and security Describing and explaining rules to keep my information private eg passwords.
	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements
	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)	Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not.				5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all	Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.					8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be	8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. Relationships Education Online relationships

	<p>and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>					<p>humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</p>	<p>Relationships Education Online relationships</p>					<p>someone they are not. Relationships Education Online relationships</p> <p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Online relationships</p> <p>5. How information and data is shared and used online. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or</p>	<p>2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Online relationships</p> <p>5. How information and data is shared and used online. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p>
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												feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 7. Where and how to report concerns and get support with issues online.	5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 7. Where and how to report concerns and get support with issues online.
PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	
H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and	R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R23. 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. L25. To recognise positive things about themselves and their	L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.		H14. How to recognise what others might be feeling. H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. About ways of sharing feelings; a range of words to describe feelings. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. L26. 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	L2. How people and other living things have different needs; about the responsibilities of caring for them.		H42. 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. R12. 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. R22. About privacy and personal boundaries;	H42. 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. R12. 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. R22. About privacy and personal boundaries;	

	<p>proportionately in different situations.</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>	<p>achievements; set goals to help achieve personal outcomes.</p>								<p>online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R23. 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.</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16. About how text and images in the media and on social media can be</p>	<p>what is appropriate in friendships and wider relationships (including online).</p> <p>R23. 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.</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16. 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.</p>
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Year 4	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	An email from Harold	Different feelings	When feelings change	The people we share our world With	That is such a stereotype	Children's Mental Health Week Place2Be activities	Making choices	Moving house	Why pay taxes*	Comic Relief activities- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.	Harold's expenses	In the News	Picture wise
	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings	Identify a widerange of feelings;Recognise that different people can have different feelings in the same situation;Explain how feelings can be linked to physical state	Demonstrate a range of feelings through their facial expressions and body language;Recognise that their feelings might change towards someone or something once they have further information.	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);Define the wordrespectand demonstrate ways of showing respect to others' differences	*Understand and identify stereotypes, including those promoted in the media	What makes me ME Identify ways in which everyone is unique;Appreciate their own uniqueness;Recognise that there are times when they will choose differently. Feelings and wishes activities. Circle time-Time for Talk	Give examples of choices they make for themselves and choices others make for them;Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	Describe some of the changes that happen to people during their lives;Explain how the Learning Line can be used as a tool to help them manage change more easily;Suggest people who may be able to help them deal with change	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';Understand how a payslip is laid out showing both pay and deductions;Prioritise public services from most essential to least essential		Define the terms 'income' and 'expenditure';List some of the items and services of expenditure in the school and in the home;Prioritise items of expenditure in the home from most essential to least essential.	Define the wordinfluence;Recognise that reports in the media can influence the way they think about a topic;Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner	Identify images that are safe/unsafe to share online;Know and explain strategies for safe online sharing;Understand and explain the implications of sharing images online without consent.
	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements
	Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is	Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or	Relationships Education Respectful relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Relationships Education Online relationships 5. How information and data is shared and used online. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing			Relationships Education Online relationships 3. The conventions of courtesy and manners. Relationships Education Online relationships 5. How information and data is shared and used online. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Physical Health and Mental Wellbeing (Health Education)	Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships 5. How information and data is shared and used online. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	

	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	appropriate and proportionate.	make different choices or have different preferences or beliefs Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing	choices or have different preferences or beliefs	9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).				Internet safety and harms 7. Where and how to report concerns and get support with issues online.	
	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
	H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately	H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.	H17. To recognise that feelings can change over time and range in intensity.	R7. 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. R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. To listen and respond respectfully to a wide range of people, including those whose	L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	H14. How to recognise what others might be feeling. H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. About ways of sharing feelings; a range of words to describe feelings. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	H1. How to make informed decisions about health. H2. About the elements of a balanced, healthy lifestyle. H3. About choices that support a healthy lifestyle, and recognise what might influence these. H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	H17. To recognise that feelings can change over time and range in intensity. H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. R7. 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.	L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L20. To recognise that people make spending decisions based on priorities, needs and wants.	L2. How people and other living things have different needs; about the responsibilities of caring for them.	L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). L20. To recognise that people make spending decisions based on priorities,	R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	H42. 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. R12. 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. R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and

	and proportionately in different situations. H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R13. The importance of seeking support if feeling lonely or excluded. R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.			traditions, beliefs and lifestyle are different to their own. L4. 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. L8. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.			R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships				needs and wants.		contact; how to report concerns. L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L16. 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.
Year 5	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity
	Our emotional needs Recognise basic emotional needs, understand that they change according to circumstance; identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk	It could happen to anyone Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.	Ella's diary dilemma Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.	Different skills Identify their own strengths and talents; identify areas that need improvement and describe strategies for achieving those improvement.	Star qualities Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.	Children's Mental Health Week Place2Be activities	Dear Hetty Explain how someone might feel when they are separated from someone or something they like. Suggest ways to help someone who is separated from someone or something they like.	Fact or opinion Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	Lend us a fiver Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.	Comic Relief activities- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.	Spending Wisely State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.	Spot bullying Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Understand that online communication can	Play, like, share Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to

	taking in this situation, including emotional risks											be misinterpreted;•Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	protect personal information online;•Recognise disrespectful behaviour online and know how to respond to it.
	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements	DfE Relationships Education and Health Education statutory requirements
	Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is	Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness. Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that	Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 4. Why social media, some computer games and online gaming, for example, are age restricted.	5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing	H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.					Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others including when we are anonymous. Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Online relationships 5. How information and data is shared and used online. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe 4. How to respond safely and appropriately to adults they may	Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others including when we are anonymous. Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

	<p>appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>		<p>in turn they should show due respect to others, including those in positions of authority. Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>									<p>Relationships Education Online relationships 5. How information and data is shared and used online. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 4. Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>encounter (in all contexts, including online) whom they do not know. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 1. That for most people the internet is an integral part of life and has many benefits. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 7. Where and how to report concerns and get support with issues online.</p>
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	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities
		R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R26. About seeking and giving permission (consent) in different situations. R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. L28. 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). L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	H27. To recognise their individuality and personal qualities.	H14. How to recognise what others might be feeling. H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. About ways of sharing feelings; a range of words to describe feelings. H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L21. Different ways to keep track of money. L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L24. To identify the ways that money can impact on people's feelings and emotions.	L2. How people and other living things have different needs; about the responsibilities of caring for them.	L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). L20. To recognise that people make spending decisions based on priorities, needs and wants.	R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R23. 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. R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.	H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H42. 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. R12. 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. R23. 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. R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

													L16. 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.
Year 6	Activity Acting appropriately Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal	Activity Joe's story, part 1 Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.	Activity Joe's story, part 2 Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together	Activity This will be your life Identify aspirational goals; Describe the actions needed to set and achieve these	Activity I look great Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.	Activity Children's Mental Health Week Place2Be activities	Activity Jobs and taxes Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people, public services; Evaluate the different public services and compare their value.	Activity It's a puzzle Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. Traffic lights; Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.	Activity Think before you click Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread	Activity Comic Relief activities- Comic Relief launch assembly Powerpoint Comic Relief Video Comic relief craft activities.	Activity Pressure online Understand the risks of sharing images online and how these are hard to control, once shared; Understand and that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.	Activity Facebook friends Know the legal age (and reason behind these) for having a social media account; Understand why people don't often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.	Activity To share or not to share Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. What is it worth? Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest
	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements	DFE Relationships Education and Health Education statutory requirements
	Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Relationships Education Respectful relationships	Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Relationships Education Caring friendships 3. That healthy friendships are	Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how	Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support	Relationships Education Online relationships 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Physical Health and Mental Wellbeing		Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not. Physical Health and Mental Wellbeing	Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships 5. How information and data is shared and used online. Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	

<p>6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe</p>	<p>positive and welcoming towards others, and do not make others feel lonely or excluded. Relationships Education Caring friendships</p> <p>5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Relationships Education</p> <p>1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education</p> <p>2. About the concept of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Relationships Education</p> <p>3. 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That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Relationships Education</p>		<p>respectful relationships. Relationships Education</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education)</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education)</p> <p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Physical Health and Mental Wellbeing (Health Education)</p>	<p>(Health Education) Mental wellbeing</p> <p>3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Physical Health and Mental Wellbeing (Health Education)</p> <p>4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Mental Wellbeing (Health Education)</p> <p>Mental wellbeing</p>		<p>Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Online relationships</p> <p>5. How information and data is shared and used online. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>1. That for most people the internet is an integral part of life and has many benefits. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful</p>	<p>Relationships Education Online relationships</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Relationships Education Online relationships</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>		<p>Relationships Education Online relationships</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Relationships Education Online relationships</p> <p>5. How information and data is shared and used online. Relationships Education Being safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Relationships Education Being safe</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>(Health Education) Mental wellbeing</p> <p>1. That mental wellbeing is a normal part of daily life, in the same way as physical health. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Relationships Education Being safe</p> <p>2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Physical Health and Mental Wellbeing (Health Education)</p> <p>Internet safety and harms</p> <p>7. Where and how to report concerns and get support with issues online.</p>
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	<p>or feeling bad about any adult. Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p>	<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Physical Health and Mental Wellbeing (Health Education) Healthy eating</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>						<p>behaviour online and the importance of keeping personal information private. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</p> <p>7. Where and how to report concerns and get support with issues online.</p>				
	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	PSHE Association Learning Opportunities	
	<p>H45. 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.</p> <p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. About discrimination: what it means</p>	<p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>H46. 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.</p> <p>R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>	<p>H35. About the new opportunities and responsibilities that increasing independence may bring.</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H35. About the new opportunities and responsibilities that increasing independence may bring.</p>	<p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>H14. How to recognise what others might be feeling.</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. About ways of sharing feelings; a range of words to describe feelings.</p> <p>H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>L31. To identify the kind of job that they might like to do when they are older.</p>	<p>H42. 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.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes</p>	<p>R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>		<p>R12. 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.</p> <p>R23. 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.</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R26. About seeking and giving permission (consent) in different situations.</p> <p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable</p>	<p>H42. 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.</p> <p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. How to recognise pressure from others to do something unsafe or</p>

	<p>and how to challenge it. R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>							<p>them feel uncomfortable and strategies for managing this. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. L11. Recognise ways in which the internet and social media can be used both positively and negatively. L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>				<p>choices from search results. L16. 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.</p>	<p>that makes them feel uncomfortable and strategies for managing this. L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>
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