

## **Personal, Social, Health and Economic (PSHE) Curriculum**

**PSHE aspects will be taught explicitly through:**

### **Dot.com programme:**

This will be the main teaching of PSHE for years 1 to 6, and will be reinforced across the curriculum. The language of Dot Com Digital will be encouraged and promoted daily.

### **Zones of Regulation:**

The Zones of regulation will be taught in Reception and continue throughout the school. At the beginning of each academic year children will be explicitly taught the Zones of Regulation. The aim of the Zones is to equip children with life skills, which will better enable them to self regulate. The language of the Zones will thereafter be used daily to ensure that it becomes embedded in the vocabulary used by children and adults across the school. On a continuous basis adults will model the language of the Zones and how they use the toolkits themselves. Adults will regularly check in with children throughout the day specifically at transition points such as the start of the day, before lunch and the end of the day. Strategies used by and with the children will be shared with parents. In Nursery 'Feelings Monsters' linked to the colours used in the Zones will be used and children will be encouraged to name their emotions and develop an understanding of why they may feel a certain way. Across the school we will accept and acknowledge all emotions and help children to understand them and develop lifelong strategies to manage them.

### **Science**

Particular Science units of work have objectives that crossover with PSHE and will be used to teach RSE (Relationship and Sex Education) as appropriate to Primary School. Links to the Science Curriculum are outlined later in this document.

### **ICT**

The E-safety units will be taught through Project Evolve. These sessions will take place regularly throughout the course of the year.

### **Other Curriculum Areas**

Particular units of work have objectives or themes that cross over with PSHE. These are outlined later in this document.

### **Outside Agencies**

Outside agencies will be invited into school to support the teaching of PSHE. This includes the NSPCC, the Met's Youth Engagement Team to discuss gangs and knife crime and the Emergency services etc

**British Values will be promoted in everything that we do in the school. This will enable our children to:**

- develop their self-knowledge, self-esteem and self-confidence.
- distinguish right from wrong and to respect the civil and criminal law in England.
- accept responsibility for their behaviour, show initiative, and to understand how they contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- acquire a broad general knowledge of and respect for public institutions and services in England.
- acquire an appreciation of and respect for their own and other cultures.
- have respect for other people.
- have respect for democracy and support and participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**Children's Mental Wellbeing:**

Children's mental wellbeing is important at Rowdown and children will learn to talk about their mental health from a young age.

The Zones of Regulation allows children to gain:

- emotional self-understanding and self regulation.
- an understanding of how to manage sensory input from their environment.
- brain based skills, such as impulse control, sustaining attention, planning, problem solving.
- self awareness

Our counselling service SPIL is an integral part of school life. Children are encouraged to refer themselves to SPIL.

One of the aims of Dot Com Digital is to empower young people by helping them to develop positive behaviours and values, as well as learning how to ask for help and keep safe.

**In addition these areas will be reinforced across the whole curriculum and school:**

- To make choices that improve their health and well-being.
- To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating.
- To think about what may happen before deciding what to do.
- To know all actions have a consequence, good or bad, and they are responsible for their own actions.

The curriculum objectives are split into year groups, however there are overarching concepts and skills that impact across the year groups. (PSHE Association 2017)

### Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

### Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate support</li> <li>8. Clarifying own values (including reflection on the origins of personal</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating and arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including               <ul style="list-style-type: none"> <li>● Active listening and communication (including assertiveness skills)</li> <li>● Team working</li> <li>● Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>● Leadership skills</li> </ul> </li> </ol>

<p>values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <ol style="list-style-type: none"> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>	<ul style="list-style-type: none"> <li>● Presentation skills</li> </ul> <ol style="list-style-type: none"> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol>
<p><b>Managing risk and decision-making (integral to all of the above)</b></p>	
<ol style="list-style-type: none"> <li>1. Identification and assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity of reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>	

# DOTCOM DIGITAL WHOLE SCHOOL OVERVIEW

## KS1

### YEAR 1

**About Me & Why I am Special:** To identify Rory & Jasmine. To talk about the personal attributes of the characters as well as their own. To think about their own special qualities. To think about what they like and value about themselves

**Our Differences & Similarities:** To know what their main interests are. To listen to their peers' interest. To compare their similarities and differences with their peers.

**My Dreams:** To write about and talk to their class about their dreams for the future

**The Emergency Services:** to talk about the emergency services and their role in keeping us safe. To identify different situations where the emergency services could be called to help us.

**The Environment & Animals:** To explain that all animals have needs. To know what an animal needs to stay well.

**Faith and Religion:** To know things that are special to them. To explain why things are special to them.

**Feeling Proud of Myself:** To say what they can do for themselves. To feel proud about what they are learning to do.

**Feeling Safe & My 'Uh-Oh' Signs:** To talk about times when they experience a range of feelings. To share how they manage their feelings. To describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). To understand the possible effects and consequences of their chosen behaviour. To recognise different feelings. To consider what it means to feel safe and where they might feel safe. To know what is meant by their Uh-Oh signs. To list some of the changes that happen to their body when they feel unsafe.

**My Friends & My Family:** To talk about what makes them special. To say who their friends are and why they value them. To understand what the word 'family' means. To understand that not all families are the same. To understand that families are meant to keep children safe. To explain who is in their own family. To identify words to describe their family. To explain how and why they should respect other people's families and their differences. To understand why they should share with others. To understand how it will make the other person feel when they don't share. To explain how to show empathy when they do not choose to share.

**My Health (Mental Wellbeing):** To understand that it is important to look after their minds as well as their bodies.

**My Helping Hand Network:** To recall what it means to feel safe. To identify people on their 'helping hand network' who they could talk with/turn to for help when feeling unsafe.

**The Internet & Social Media:** To list how the Internet is useful to different people. To say what they should do if something online worries them.

**Making Safe Decisions (Consent):** To understand what is meant by consent. To understand when they should ask other people for permission. To understand when their permission should be gained. To appreciate the need to treat each other with respect. To identify the people on their 'network' who they could talk with/turn to for help when feeling uncomfortable or unsafe in a situation.

**Money & Possessions:** To identify things that belong to themselves. To identify things that they are willing to share. To identify things that they do not want to share and keep them to themselves.

**Rights & Responsibilities:** To understand the difference between a right and a responsibility. To identify the rights that apply to them in the classroom. To understand the responsibilities that they have in the classroom.

**Risks in My Home:** To explain why they feel safe at home. To identify risks in their own home. To explain how to manage a risk and prevent accidents in their home.

**Safety on the Road & Streets:** To understand the importance of staying with an adult and holding their hand when walking in the street and crossing the road. To identify different types of clothes that will help keep them safe when walking in the street and crossing the road. To identify how to use their senses to help them cross the road. To learn a simple sequence to help them cross the road safely: think, stop, look, listen.

## YEAR 1 - Relationship Education

Physical Health and Mental Wellbeing	Relationships Education	Living in the wider world
<p><b>Mental Wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• 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).</li> </ul> <p><b>Physical Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p><b>Families and People Who Care For Me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings being unsafe or feeling bad about an adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Internet Safety and Harms</b></p> <ul style="list-style-type: none"> <li>• That for most people the Internet is an integral part of life and has many benefits.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>

**Respectful Relationships**

Pupils should know:

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.



## YEAR 2

**About Me and Why I am Special:** To recognise Rory, Jasmine and Dot. To talk about the personal attributes of the characters and also of themselves. To say what they think is special, unique or different about them. To explain the meaning of the word identity. To explore how they would describe their own identity. to identify what in their life has helped create their own identity.

**Changing Schools:** To identify emotions they may feel about starting a new school or class. To explain the causes of the mixed emotions they have about starting a new school or class. To explain ways to positively move to a new class or school.

**Differences & Similarities:** To understand how they are different to others. To feel confident to be themselves.

**My Dreams:** To talk about their dreams and aspirations. To identify their likes and dislikes and relate this to their dreams and aspirations.

**The Emergency Services:** to talk about the emergency services and their roles. To recognise some of the things that the emergency services do to help keep people safe. To recall what 'Uh-Oh' signs are and how these can be used to help keep us safe.

**The Environment & Animals:** To understand the responsibilities of owning an animal. To know how to keep an animal healthy. To explain to someone else the responsibilities of having a pet.

**Faith & Religion:** To know events that they celebrate. To learn about occasions that their peers celebrate. To identify the differences and similarities between the celebrations.

**Feeling Proud of Myself:** To talk about their abilities and what they feel proud of.

**Feeling Safe & My 'Uh-Oh' Signs:** To understand that there is no right or wrong way to feel. To draw how they look when experiencing a particular emotion. To discuss how a person is feeling from a picture. To recap the work from the last session and show emotions on their own face. To understand what is meant by a safe place. To draw their own safe place. To write down when people might feel angry. To think about how they can feel calmer when angry. To associate the feelings in their bodies to when they feel unsafe. To understand that some people are better than others at being able to help them. To write and draw the names of four people who could help them.

**My Friends & Family:** To understand what the word 'family' means. To identify who makes up a family. to understand that not all families are the same. To discuss what makes families special. **(Commitment):** To understand the meaning of a 'commitment'. To recognise what they might wish to commit to. To know that marriage is a formal and legally recognised lifelong commitment.

**My Health (Exercise):** To understand that an active and connected lifestyle helps maintain your physical and mental health. To understand what activities contribute towards an active and connected lifestyle. **(Eating):** To understand that a healthy diet helps maintain your physical and your mental health. To identify some unhelpful behaviours that do not help your health. **(Dental Health):** To understand that it is important to look after your teeth and gums just like you look after the rest of your body. To know what they can do to keep their teeth and gums healthy.

**My Helping Hand Network:** To understand what is meant by a Helping hand Network. To complete their own Helping Hand Network.

**The Internet & Social Media:** To talk about the types of online devices that they use and how much time they spend on them. To list how someone might feel if they spend too much time on electronic devices. To list activities that they can do without electronic devices. To say why doing some activities without electronic devices is healthy for them on the inside and outside. To consider ways to stay safe in their offline life. To learn the SMART rules for staying safe online. to realise the importance of their helping hand in reporting anything that upsets them online.

**Making Safe Decisions:** To identify the features of a good friend. To recognise kind and unkind behaviours. To have strategies to support their friends when others are unkind.

**Money & Possessions:** To know some situations where you have to buy something with money. To know that many items or services have to be paid for. To know that when something is free or borrowed, it must be used or consumed with respect.

**Rights & Responsibilities:** To understand the rights that they have. To understand the responsibilities that they have. To understand that these rights and responsibilities apply to all children.

**Risks in My Home:** To identify activities they can do by themselves in their home. to identify activities they can do with support. to explain why there are certain things they can do but with an adult.

**Safety on the Road & Streets:** To be able to identify why they need a car seat when travelling in a car if under 135cm in height. to identify how to behave safely in a car. To identify how to behave safely on a bus.

**Secrets & Surprises:** To understand what a secret is. To understand that some secrets can be safe, and others can be unsafe.

## Year 2 - RELATIONSHIP EDUCATION

Health and Wellbeing	Relationships	Living in the Wider World
<p><b>Mental Wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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).</li> </ul> <p><b>Physical Health and Fitness</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily</li> </ul>	<p><b>Families and People Who Care For Me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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.</li> <li>• 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.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<p><b>Online Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risk associated with people they have met online.</li> </ul> <p><b>Being Safe</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Internet Safety and Harms</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy Eating</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• 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).</li> </ul> <p><b>Health and Prevention</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Respectful Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
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# KS2 – DOT COM DIGITAL

## YEAR 3

**About Me & Why I'm Special:** To realise we are all special.

**Differences & Similarities:** To appreciate differences in ourselves and others. To explore identity and behaviour.

**My Dreams:** To think about what we are good at and what we might dream of doing in the future.

**The Emergency Services:** To think about staying and feeling safe and who in the community can help us do this.

**Faith & Religion:** To understand that although people have different beliefs, we can all live together peacefully.

**My Friends & Family:** To explore different types of family makeups. To consider how families are important for children growing up because they can give love, security and stability.

**Feeling Safe & My 'Uh-Oh' Signs:** To understand about feelings and how feelings can influence behaviour. To look at feelings and why people may choose to 'mask' their feelings. To understand what it feels like to be safe. To recognise what the bodies early warning signs are when we are in an unsafe situation. To realise the feelings that someone gets when they are feeling angry.

**Making Safe Decisions (Consent):** To further develop an understanding of what is meant by the term consent. To understand the need for personal boundaries. To understand what manipulation is.

**My Health (Hygiene):** To learn the importance of personal hygiene. **(Exercise):** to understand the importance of building regular exercise into daily and weekly routines and how to achieve this. **(Sleep):** To understand the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.

**My Helping Hand Network, Who Can We Tell?:** To have a clear understanding of who we can tell if we feel unsafe. To consider and complete a helping hand network.

**The Internet & Social Media:** To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online. to understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of showing respect even when we are anonymous.

**Money & Possessions:** To learn the importance of money.

**Rights & Responsibilities:** To understand the rights and responsibilities of all adults to look after their children.

**Risks in The Home:** To understand the meaning of safety symbols.

**Safety on the Roads & Streets:** To understand how to cross the road safely.

**Secrets & Surprises:** To realise the difference between safe and unsafe secrets.

## YEAR 3 - Relationship Education

Health and Wellbeing	Relationships	Living in the wider world
<p><b>Mental Wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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).</li> </ul> <p><b>Physical Health and Fitness</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p><b>Families &amp; People Who Care for Me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p><b>Online Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Being Safe</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>

<ul style="list-style-type: none"> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Drugs, Alcohol &amp; Tobacco</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul> <p><b>Health &amp; Prevention</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The importance of sufficient and good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• 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.</li> </ul> <p><b>Respectful Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Internet Safety and Harms</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
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## YEAR 4

**About Me & Why I'm Special:** To recognise our own worth as individuals by identifying positive things about ourselves.

**Changes & When Someone Goes Away:** To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.

**My Community & The Wider World:** To think about the importance of respecting people, property, community and the environment.

**Differences & Similarities:** To explore the ways in which we are similar.

**My Dreams:** To look at the importance of dreams and how they can help us in our lives.

**Drugs, Alcohol & Smoking:** To look at how to keep safe around the chemicals and drugs that we may come across in everyday life.

**The Emergency Services:** To explore the range of people that can help us.

**Environment & Animals:** To look at how we care for animals and how to stay safe around them.

**Faith & Religion:** To learn that we work more effectively if we have respect for others' beliefs.

**My Friends & Family:** To look at what makes a good and safe friend.

**Feeling Proud of Myself:** To feel happy with ourselves and accept ourselves for who we are. To recognise our own self-worth as individuals.

**Feeling Safe & My 'Uh-Oh' Signs:** To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways. To look at strategies for dealing with negative feelings. To explore physical and emotional feelings and strategies for dealing with feelings. To associate being loved with being safe.

**My Health:** To look at how we can stay healthy. **(Sun Safety):** To understand about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.

**My Helping Hand Network:** To look at the different kinds of fear and their effect on behaviour.

**The Internet & Social Media:** To understand why social media platforms, computer games and online games are age restricted. To understand that people sometimes behave differently online.

**Law & Crime:** To become familiar with the charity 'Crimestoppers'.

**Making Safe Decisions (Consent):** To explore behaviours and the risks of showing too much of one type of behaviour. **(Prejudice):** to explore what prejudice means.



**Money & Possessions:** To learn about what items are important to buy and what may be bought just to look good. To look at how to keep possessions safe.

**Rights & Responsibilities:** To look at how our environment can be made safer and what safe looks like.

## YEAR 4 - Relationship Education

Health and Wellbeing	Relationships	Living in the wider world
<p><b>Mental Wellbeing:</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> </ul> <p><b>Physical Health &amp; Fitness</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for</li> </ul>	<p><b>Families &amp; People Who Care For Me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.</li> <li>• How to recognise if family relationships are making them feel unhappy, or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making</li> </ul>	<p><b>Online Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met.</li> </ul> <p><b>Being Safe</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>

<p>example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Drugs, Alcohol &amp; Tobacco</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p><b>Health &amp; Prevention</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</li> </ul>	<p>them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful Relationship:</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<ul style="list-style-type: none"> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Internet Safety &amp; Harms</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
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## YEAR 5

**About Me & Why I'm Special:** To identify positive things about themselves and their achievements. To understand that similarities and differences arise from a number of factors.

**Changes & Helping Hand Network:** To recognise the changes they have experienced in their lives. To recognise whether changes are positive or negative. To update their Helping Hand Safety Network.

**Changing Schools:** To identify differences between primary and secondary school. To think about the associated risks in terms of potential new routes to and from school.

**My Community & The Wider World:** To understand what a community is. To understand how it feels to be part of a community.

**My Dreams:** To consider the possible jobs or careers open to them. To understand that skills need to be developed and practised. To understand that success can be achieved through hard work, learning from mistakes and setbacks.

**The Emergency Services:** To understand what to do if they witness an accident. To understand what first aid is and learn how to treat a head injury. To learn when and how to call the Emergency Services.

**Faith & Religion:** To identify major religions and the similarities and differences between beliefs. To become aware of the concept of community and what it means to be part of one. To identify some of the religious symbols they may see in their community.

**Feeling Safe & My 'Uh-Oh' Signs:** To describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. To identify the effects and consequences of not listening to these warning signs and their "inner voice". To say why some people feel angry and what this could lead to. To identify non-violent ways of resolving disputes. To experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings. **(Grooming):** To understand what grooming is. To consider the characteristics and actions of a true friend. To consider the characteristics and actions of a false friend. To empathise with a character's feeling in a story. To suggest appropriate actions for a character who is in need. To understand why a child may be groomed. To understand how someone may feel if they are being groomed. To understand who they can turn to in their helping hand network. To understand how ChildLine can support them.

**My Friends & Family:** To understand and describe different types of relationships. To identify the advantages and disadvantages of being in a friendship, group or gang. To understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.

**My Health:** To understand the concept of free time/leisure time and that they have choices about how to spend this time. To identify ways of spending time that will benefit themselves and others. To find ways to manage time efficiently so that they are organised and have the time to do the things they have to and want to do. **(Isolation & Loneliness):** To understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. to respond sensitively to a friend and direct them to appropriate support. **(Physical Illness):** To recognise the signs of a mild physical illness. To understand the importance of spotting signs as early as possible. To know that it is important, when needed to get a nurse or doctor to check changes in health when we are concerned, but that doesn't always mean that it is anything to worry about.

**The Internet & Social Media:** To know that the main form of online abuse is cyberbullying. To understand that trolling, bullying and harassment are all a form of cyberbullying. To recognise that these things can impact negatively on mental health. To know who to report concerns to with issues online. To know what a digital footprint is. To be aware of how their digital footprint can have an impact on their life offline. To recognise the importance of carefully considering what to share, whether the information is their own, or comes from others.

**Making Safe Decisions:** To identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. To understand that we are responsible for our behaviour and its effects and consequences. To understand some of the barriers that prevent someone from ‘speaking out’. To know that it is important to consider other people’s feelings when deciding what action to take. To identify risky situations they might find themselves in and decisions that need to be made. To discuss safe choices and clarify their responsibilities for self and to others. To look at bullying from the perspective of the person who bullies. To understand that everyone has the capability to become a bully. To empathise with a victim of bullying. To look at the range of people who are bullied. To see that many of us could be bullied at some time in our lives. To understand that everyone has a role in stopping bullying. To answer the question “Whose responsibility is it to do something?” To evaluate safe and unsafe behaviours of characters in different scenarios. To reflect on their own responses to situations. **(Discrimination):** To understand the meaning of discrimination. To know different categories of discrimination. To be aware of how discrimination may be portrayed. **(Consent):** To identify what is appropriate and inappropriate touch. To understand that giving permission for one thing does not mean they have given permission for something else. To recognise their Uh-Oh signs if contact make them feel uncomfortable or unsafe and know to use their Safety Network for support.

**Money & Possessions:** To identify essential and non-essential items. To recognise the needs to save money and prioritise what to spend it on. To know who they can talk with to get advice about money issues.

**Puberty & Changes:** To define what puberty is. To know that hormones are responsible for the changes that most young people go through during puberty. To identify the physical and emotional changes that happen to girls and boys during puberty. To define what menstrual wellbeing is. To recall key facts about the menstrual cycle. To label parts of the female reproductive system.

**Rights & Responsibilities:** To understand what a charter is. To define the terms rights and responsibilities. To understand how the United Nations Convention on the Rights of the Child (CRC) applies to all children.

**Valuing the Law, Weapons & What is a Crime:** To understand that the way weapons are portrayed on film and TV is not a true reflection on reality. To state reasons why someone might carry a real or replica weapon. To identify who to contact if they believe someone may be carrying a replica or real weapon.

**When Someone Goes Away:** To recognise that when someone goes away or dies, people can experience strong feelings and be aware of this in others. To understand that someone does not stop loving them if they go away. To find ways to remember people who they can no longer see.

## YEAR 5 - Relationship Education

Health and Wellbeing	Relationships	Living in the wider world
<p><b>Mental Wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans</li> </ul>	<p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p><b>Online Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

<p>experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b>Physical Health and Fitness</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Health &amp; Prevention</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul> <p><b>Basic First Aid</b> Pupils should know:</p>	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Respectful Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• How information and data is shared and used online.</li> </ul> <p><b>Being Safe</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, context.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other resources.</li> </ul> <p><b>Internet Safety &amp; Harms</b> Pupils should know:</p>
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<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to the emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Changing Adolescent Body</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Where and how to report concerns and get support and issues online.</li> </ul>
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## YEAR 6

**About Me & Why I'm Special:** To understand that differences mean we are special. To understand why we are all different and why it is important always to be the best we can be rather than better than others.

**Changing School:** To identify feelings they might currently be experiencing about moving to a new school. To recognise common causes of worry, anxiety and challenges. To identify and evaluate the different sources of support and information available. To identify ways to positively manage the move to secondary school.

**Differences & Similarities:**

**Drugs, Alcohol & Smoking:** To know the consequences of taking drugs in terms of short and long term use. To have an understanding of the effects of taking illegal drugs. To describe what alcohol does to our bodies and therefore our feelings, thoughts and behaviour. To identify reasons why some people choose to smoke. To describe what the effects and consequences of smoking could be.

**The Emergency Services:** To understand the dangers, effects and consequences of deliberately starting fires. To understand how to dial 999 in the event of them discovering a fire.

**Faith & Religion:** To describe some of the similarities and differences between religions. To understand the consequences of stereotyping.

**Feeling Safe & My 'Uh-Oh' Signs:** To describe some of the early warning/'Uh-Oh' signs people feel when they don't feel safe. To understand some of the effects and consequences of not listening to these and their 'inner voice'. To identify how to keep safe in the community. To explain why they need to tell someone on their network where they are going.

**My Friends & Family:** To identify that having friends meets one of our basic needs. To understand that having older friends can be both positive and negative. To define what love, honour and courage mean. To look at these from another perspective. To identify how loving someone can lead to conflicting feelings. To define what a family unit is. To discuss the different types of family units that exist. To know that different family units are characterised by love and care. To identify ways in which we can respect the differences found in family units.

**My Health:** To identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive. To understand that an allergy is a response by the body's immune system to a particular food or substance. To understand that a vaccination protects people against harmful diseases before they encounter them naturally. **(Eating):** To identify a range of foods that help maintain health. To understand what different foods do to our bodies. **(Mental Wellbeing):** To understand that we need to look after our mental health. To understand that it is important to share their worries with someone, as early support can really help.

**My Helping Hand Network:** To acknowledge the different changes they are facing, now that they are getting a bit older. To understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. To review their networks and think about how they might change when they start their new school.

**The Internet & Social Media:** To understand the importance of scrutinising information online and not taking for granted that it is truthful. To be aware of some of the reasons why information online can be fictitious or misleading. To know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. To know the importance of being careful when consuming and forwarding on content online. To recognise differences between



online friendship and a friendship with a person that they have met offline. To be aware of reasons why an online friendship presents additional risk. To recognise the importance of carefully considering where information has come from believing it or deciding to share the information.

**Law & Crime:** To describe what Crimestoppers is. To know how to contact Crimestoppers and know the reasons for doing so. **(Knife Crime):** To understand the term knife crime and understand the legal implications of carrying a knife. To understand that this could potentially happen in any community and involve a mixture of people and ages - there is no stereotypical person(s) involved. To understand how to help a friend and advice to give to a friend. **(County Lines):** To understand the term 'County Lines'. To understand that this could potentially happen in any community and involve a mixture of people and ages - there is no stereotypical person(s) involved. To understand where they can go for help and to report anything suspicious. To understand that County Lines is a business model. To understand the reality of what County Lines is. To think critically about choices and how they can support friends. **(Hate Crime):** To understand that similarities and differences can be both visible and invisible. To understand the following terms: belief, values, opinion, influence, attitude, morals, myth. To understand what a hate crime is and the way that it can affect individuals and communities. To understand how someone can report hate crime and the importance of doing this. To understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.

**Making Safe Decisions:** To assess risk. To understand the effects and consequences of situations or circumstances that they may find themselves in. **(Discrimination):** To give reasons why we should not discriminate against others. To suggest ways to challenge discrimination.

**Money & Possessions:** To demonstrate how to look after and save money.

**Rights & Responsibilities:** To understand the rights of every child. To know that with rights come responsibilities.

**Risks in My Home:** To know how to use aerosols safely and keep themselves safe. To understand the importance of having smoke alarms in the home, and how they will alert them to a fire. To understand the importance of having a Fire Escape Plan, which has been discussed with every member of their family.

**Safety on the Roads & Streets:** To describe how to keep safe whilst travelling on the road. To identify unsafe situations and possible solutions to feel and be safe.

**Secrets & Surprises:** To identify when a secret feels safe or unsafe and know what they could do to feel safe again.

## YEAR 6 - Relationship Education

Health and Wellbeing	Relationships	Living in the wider world
<p><b>Mental Wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> </ul>	<p><b>Families &amp; People Who Care For Me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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</li> </ul>	<p><b>Online Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b>Physical Health and Fitness</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy Eating</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> </ul> <p><b>Drugs, Alcohol &amp; Tobacco</b> Pupils should know:</p>	<p>spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> </ul> <p><b>Respectful Relationships</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</li> </ul>	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met.</li> </ul> <p><b>Being Safe</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, context.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other resources.</li> </ul> <p><b>Internet Safety &amp; Harms</b> Pupils should know:</p>
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<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p><b>Health &amp; Prevention</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul> <p><b>Basic First Aid</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to the emergency services if necessary.</li> </ul>	<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support and issues online.</li> </ul>
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**In addition to Dot Com lessons links to PSHE will be seen:**

**EYFS**

<b>Personal, Social and Emotional development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"><li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li><li>● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>● Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices.</li><li>● work and play cooperatively and take turns with others.</li><li>● Form positive attachments to adults and friendships with peers.</li><li>● Show sensitivity to their own and others' needs.</li></ul>	<ul style="list-style-type: none"><li>● Talk about the lives of the people around them and their roles in society.</li><li>● Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li></ul>