



Houghton St. Giles Primary Academy PSHE/RSE Progression Grid



The progression grid outlines the specific knowledge and skills which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding. Each unit of work is gathered under the appropriate PSHE discipline, and where possible progression grids are organised to support the order of the learning journey across school. Also below is a progression map which highlights the teaching sequence over the two year cycle. Teachers may revisit parts of units or specific information from previous units with pupils to ensure their full understanding before embarking on the next phase of learning due to the two cycle, to ensure pupils have learnt and retained the knowledge needed.

Cycles of Learning

CYCLE A	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Key Stage One	Diverse Britain	Safety First	Money Matters	Be Yourself	Think Positive	Growing Up
Lower Key Stage Two	Diverse Britain	Safety First	Money Matters	Be Yourself	Think Positive	Growing Up
Upper Key Stage Two Year 5	Diverse Britain	Safety First	Money Matters	Be Yourself	Think Positive	It's My Body
Upper Key Stage Two Year 6	TEAM	Digital Wellbeing	One World	VIP's	Aiming High	Growing Up

CYCLE B	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Key Stage One	TEAM	Digital Wellbeing	One World	VIP's	Aiming High	It's My Body
Lower Key Stage Two	TEAM	Digital Wellbeing	One World	VIP's	Aiming High	It's My Body
Upper Key Stage Two Year 5	Diverse Britain	Safety First	Money Matters	Be Yourself	Think Positive	It's My Body
Upper Key Stage Two Year 6	TEAM	Digital Wellbeing	One World	VIP's	Aiming High	Growing Up

Sex education puberty talks will be taught in Year 5 Autumn 1 for boys and girls (this has been moved forward from Year 6 due to parent workshops and views on when this should be taught)

*In this document where there is a * please refer to the PSHE lead or Head teacher on how to approach and cover this aspect.*

EYFS	
Knowledge:	In Early Years PSHE will be taught within the Personal, Social, Emotional and Relationship Development area of the Early Years Curriculum. It will be separated into self-regulation, managing self and building relationships.

Key: H = Health and Wellbeing R = Relationships L = Living in the Wider World (PSHE ASSOCIATION 2020)

Be Yourself

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> • H12: How to recognise and name different feelings • H13: How feelings can affect people's bodies and how they behave • 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: To recognise ways of sharing feelings; a range of words to describe feelings • H18: To recognise the 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 • 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 • H20: To recognise about change and loss (including death); to identify feelings associated with this; to recognise what helps others to feel better • H21: To recognise what makes them special • H22: To recognise the ways in which we are all unique • H23: To identify what they are good at, what they like and dislike • R25: To recognise how to talk about and share their opinions on things that matter to them 	<ul style="list-style-type: none"> • H17: To recognise that feelings can change over time in range and intensity • H18: To recognise everyday things that affect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H23: To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • H24: To recognise problem-solving strategies for dealing with emotions, challenges and change, including the transformation to new schools • H25: To recognise personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • H26: To recognise that for some people gender identity does not correspond with their biological sex • H27: To recognise their individuality and personal qualities • H28: To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29: To recognise how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • R13: To recognise the importance of seeking support if feeling lonely or excluded • R15: To recognise strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R28: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29: To recognise where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31: To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • L4: To recognise 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 • L11: To recognise ways in which the internet and social media can be used both positively and negatively 	<ul style="list-style-type: none"> • H3: To recognise choices that support a healthy lifestyle, and recognise what might influence these • H17: To recognise that feelings can change over time in range and intensity • H18: To recognise everyday things that affect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H23: To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • H28: To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29: To recognise how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • R6: To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • R11: To recognise what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, supports with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R15: To recognise strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R17: To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R28: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29: To recognise where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • R31: To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

			<ul style="list-style-type: none"> L16: To recognise 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 				
Skills	<ul style="list-style-type: none"> I can recognise different feelings I can recognise feelings in others I can share my feelings I can describe my feelings I can use strategies to manage big feelings I can use strategies to calm myself down and/or change my mood when I do not feel good I can ask for help with my feelings I can share my opinions on things that matter to me 	<ul style="list-style-type: none"> I can recognise the importance of self-respect I can use a varied vocabulary to express my feelings I can use taught strategies to respond to mine and others' feelings I can use taught strategies to respond to my feelings in different situations I can use problem-solving strategies that enable me to deal with emotions, challenges and change I can manage setbacks and perceived failures I can use taught strategies to reframe unhelpful thinking I can seek support, advice and guidance I can use taught strategies to manage pressure from others I can show compassion for others I can show concern for others I can evaluate the reliability of sources in the media (inc social) 	<ul style="list-style-type: none"> I can recognise the importance of self-respect I can use a varied vocabulary to express my feelings I can use taught strategies to manage my feelings I can use taught strategies to respond to my feelings appropriately and proportionally in different situations I can identify my personal strengths I can manage setbacks and perceived failures I can use taught strategies to reframe unhelpful thinking I can use taught strategies to manage pressure from peer influence I can seek advice about myself and others safety (online and offline) 				
Topic Vocabulary	Feeling Emotion Calm Anger Happy Sad Confused Nervous Excited Worried	Body language Expression Movement Action	Emotions Proud Achievement Happy Scarred Worried Cross Happy Nervous	Excited Anxious Anxiety Fear Comfortable Uncomfortable Unhappy Coping Strategy Reflection	Reflect Media Critique Influence Consequences Positive Negative Impact	Positive Neutral Negative Reflect Celebrate Aspirations Goals Intensity Confliction Dispute	Consequences Transition Change Progress Feelings Uncomfortable Pressure

It's My Body			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> H1: To recognise what keeping healthy means; different ways to keep healthy H2: To recognise foods that support good health and the risks of eating too much sugar H3: To recognise how physical activity helps us to stay healthy; and ways to be physically active everyday H4: To recognise why sleep is important and different ways to rest and relax H5: To recognise simple hygiene routines that can stop germs from spreading H6: to recognise that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7: To recognise the importance of dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8: To recognise how to keep safe in the sun and protect skin from sun damage H9: To recognise different ways to learn and play; recognising the importance of knowing when to take a 	<ul style="list-style-type: none"> H1: To recognise how to make informed decisions about health H2: To recognise the elements of a balanced, healthy lifestyle H3: To recognise choices that support a healthy lifestyle, and recognise what might influence these H4: To understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5: To recognise what good physical health means; how to recognise early signs of physical illness H6: To recognise 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 H7: To recognise how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8: To recognise how sleep contributes to a healthy 	<ul style="list-style-type: none"> H1: To recognise how to make informed decisions about health H2: To recognise the elements of a balanced, healthy lifestyle H3: To recognise choices that support a healthy lifestyle, and recognise what might influence these H4: To understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5: To recognise what good physical health means; how to recognise early signs of physical illness H6: To recognise 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 H7: To recognise how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8: To recognise how sleep contributes to a healthy

<p>break from time online or TV</p> <ul style="list-style-type: none"> • H10: To recognise the people who help us to stay physically healthy • H29: To recognise the risk in simple everyday situations and what action to take to minimise harm • H31: To recognise that household products (including medicines) can be harmful if not used correctly • H37: To recognise things that people can put into their body or on their skin; how these can affect how people feel • R13: To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R16: To recognise how to respond if physical contact makes them feel uncomfortable or unsafe • R17: To recognise that there are situations when they should ask for permission and also when their permission should be sought • R18: To recognise the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • R20: To recognise 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>lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <ul style="list-style-type: none"> • H9: To recognise that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10: To recognise how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H11: To recognise how to maintain a good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • H12: To recognise the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H14: To recognise how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health • H38: To recognise how to predict, assess and manage risk in different situations • H45: To recognise 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 • H46: To recognise 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 • H48: To recognise why people choose to use or not use drugs (including nicotine, alcohol and medicines) • R18: To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • R25: To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26: To understand seeking and giving permission (consent) in different situations • R27: To recognise 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>lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <ul style="list-style-type: none"> • H9: To recognise that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10: To recognise how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H11: To recognise how to maintain a good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • H12: To recognise the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H14: To recognise how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health • H26: To recognise that for some people gender identity does not correspond with their biological sex • H27: To recognise their individuality and personal qualities • H45: To recognise 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 • H46: To recognise 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 • H47: To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • H48: To recognise why people choose to use or not use drugs (including nicotine, alcohol and medicines) • H49: To recognise the mixed messages in the media about drugs, including alcohol and smoking/vaping • R18: To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • R25: To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26: To understand seeking and giving permission (consent) in different situations • R27: To recognise 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: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable
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					<ul style="list-style-type: none"> and strategies for managing this L9: To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others strategies for challenging stereotypes L16: To recognise 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 	
Skills	<ul style="list-style-type: none"> I can use taught strategies to help me to rest and relax I can use taught strategies to help me to stop germs from spreading I can brush my teeth correctly I can protect my skin from damage (sun) I can set targets to help me to reduce/manage screen time I can recognise risk in everyday situations in order to minimise harm I can identify the safety symbols on containers ect in order to recognise the potential risk I can recognise situations where I should ask for permission I can ask for help and use the vocabulary needed I can recognise when I am not being heard 	<ul style="list-style-type: none"> I can make informed decisions about my own health I can recognise which habits may have a positive impact on my health I can recognise which habits may have a negative impact on my health I can plan healthy meals I can set a routine to support good quality sleep I can protect my skin form damage (sun) I can seek support from a trusted adult in and outside of school about my health I can predict, assess and manage risk in different situations I can use taught strategies to manage unsafe/uncomfortable friendships I can recognise when and who to ask for support to help with unsafe/uncomfortable friendships I can use taught strategies to respond to unwanted physical contact 	<ul style="list-style-type: none"> I can make informed decisions about my own health I can recognise which habits may have a positive impact on my health I can recognise which habits may have a negative impact on my health I can plan healthy meals I can set a routine to support good quality sleep I can protect my skin form damage (sun) I can seek support from a trusted adult in and outside of school about my health I can recognise my personal qualities I can use taught strategies to manage unsafe/uncomfortable friendships I can recognise when and who to ask for support to help with unsafe/uncomfortable friendships I can use taught strategies to respond to unwanted physical contact I can use taught strategies to manage peer pressure from others I can use taught strategies to challenge and manage stereotypes I can evaluate the reliability of sources in the media (inc social) 			
Topic Vocabulary	Body Belong Safe Healthy Help Serious Happy Older Decision	Situation Unkind Kind Unsafe Secret Problem Surprise	Problem Body Belong Decide Secret Private Dislike Touch Unkind FGM	Childline Situations Diet Healthy Hydration Portions Lifestyle Balance Critique	Stereotypes Substances Harmful Body Emotional Physical Mental Health	Puberty Pressure Contact Control Private Belong Inappropriate Unwanted

Diverse Briatin			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> R21: To recognise what is kind and unkind behaviour, and how this can affect others R25: To recognise how to talk about and share their opinions on things that matter to them L1: To recognise what rules are, why they are needed, and why different rules are needed for different situations 	<ul style="list-style-type: none"> H25: To recognise personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R21: To recognise discrimination: what it means and how to challenge it R31: To recognise the importance of self-respect and how 	<ul style="list-style-type: none"> H25: To recognise personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R21: To recognise discrimination: what it means and how to challenge it R33: To understand the importance to listen and respond

	<ul style="list-style-type: none"> • L2: To recognise how people and other living things have different needs; about the responsibilities of caring for them • L3: To recognise things they can do to help look after the environment • L4: To recognise about the different groups they belong to • L5: To recognise the different roles and responsibilities people have in their community • L6: To recognise the ways they are the same as, and different to, other people 	<p>this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school courteous, respectful relationships</p> <ul style="list-style-type: none"> • R32: To recognise 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 understand the importance to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs an lifestyle are different to their own • R34: To recognise how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with • L1: To recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2: To recognise there are human rights, that are there to protect everyone • L3: To recognise the relationship between rights and responsibilities • L4: To recognise 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 • L6: To recognise the different groups that make up their community; what living in a community means • L7: To recognise and value the different contributions that people and groups make to the community • L8: To recognise diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9 To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10: To understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<p>respectfully to a wide range of people, including those whose traditions, beliefs an lifestyle are different to their own</p> <ul style="list-style-type: none"> • L1: To recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2: To recognise there are human rights, that are there to protect everyone • L3: To recognise the relationship between rights and responsibilities • L4: To recognise 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 • L5: Too recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • L6: To recognise the different groups that make up their community; what living in a community means • L8: To recognise diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9 To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10: To understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Skills	<ul style="list-style-type: none"> ❖ I can share my opinions on things that matter to me ❖ I can talk about my opinions ❖ I can apply taught rules to different situations ❖ I can care for the environment in a variety of different ways ❖ I can recognise what I have in common with others 	<ul style="list-style-type: none"> ❖ I can use taught strategies to challenge discrimination ❖ I can recognise the differences and similarities between people ❖ I can recognise what I have in common with others ❖ I can use taught strategies to respond respectfully to a wide range of people ❖ I can contribute positively to the community ❖ I can use taught strategies to challenge stereotypes ❖ I can use taught strategies to respond to discrimination witnessed 	<ul style="list-style-type: none"> ❖ I can use taught strategies to challenge discrimination ❖ I can use taught strategies to respond respectfully to a wide range of people ❖ I can use taught strategies to challenge stereotypes ❖ I can use taught strategies to respond to discrimination witnessed

Topic Vocabulary	School Community Groups Community Belong Friendly Happy Unfriendly	Property Respect Reflect Britain United Kingdom Flag Countryside Town	Britain United Kingdom Culture Diversity Society Multicultural Identity	Respect Equality Value Religion Belief Law Responsibilities Enforced	Traditions Democracy Freedom Government Liberty Tolerance British	Faith Ethnicity Contribution Community Government	Society Parliament Respect Local Charity
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TEAM

TEAM			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> • H23: To identify what they are good at, what they like and dislike • R1: To recognise the roles different people play in our lives (e.g. acquaintances, friends and relatives) • R2: To identify the people who love and care for them and what they do to help them feel cared for • R7: To recognise when they or someone else feels lonely and what to do • R9: To recognise how to ask for help if a friendship is making them feel unhappy • R10: To recognise that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R11: To recognise how people may feel if the experience hurtful behaviour or bullying • R12: To recognise that harmful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • R21: To recognise what is kind and unkind behaviour, and how this can affect others • R22: To recognise how to treat themselves and others with respect; how to be polite and courteous • R23: To recognise the ways in which they are the same and different to others • R24: To recognise how to listen to other people and play and work cooperatively • L4: To recognise the different groups they belong to • L14: To recognise that everyone has different strengths 	<ul style="list-style-type: none"> • H18: To recognise everyday things that affect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H24: To recognise problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • H36: To recognise strategies to manage transitions between classes and key stages • R11: To recognise 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: To recognise the importance of seeking support if feeling lonely or excluded • R17: To recognise that friendships have ups and downs; strategies to resolve dispute and reconcile differences positively and safely • R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online • L4: To recognise 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 • L6: To recognise the different groups that make up their community; what living in a community means • L30: To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 	<ul style="list-style-type: none"> • H23: To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • R10: To recognise the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11: To recognise 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: To recognise the importance of seeking support if feeling lonely or excluded • R14: To recognise that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • R17: To recognise that friendships have ups and downs; strategies to resolve dispute and reconcile differences positively and safely • R19: To recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20: To recognise strategies to respond to hurtful behaviour experienced or witnesses, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21: To recognise discrimination; what it means and how to challenge it • R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31: To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32: To recognise the importance of respecting differences and similarities between people and recognising what they have in common with others e.g. physically, personally or background • R33: To recognise to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • R34: To recognise how to discuss and debate topical issues, respect other people's point of view and constructively challenge those who they disagree with • L1: To recognise reasons for rules and laws; consequences of not adhering to rules and laws • L4: To recognise 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

							<ul style="list-style-type: none"> L5: To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L30: To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
Skills	<ul style="list-style-type: none"> I can identify what I am good at, what I like and what I dislike I can identify the people who love me and/or care for me I can ask for help if a friendship is making me unhappy I can show respect to others by being polite and courteous I can listen to other people I can work cooperatively 	<ul style="list-style-type: none"> I can identify everyday things that affect my feeling I can express my feelings in different ways I can apply taught strategies to help me to deal with emotions, challenges and change I can seek support if I am feeling lonely or excluded I can seek support from a trusted adult/friend to help with my emotional understanding I can apply taught strategies to resolve disputes positively and safely I can apply taught strategies to reconcile differences positively and safely I can show care and concern for others I can work as part of a team I can communicate well with others 	<ul style="list-style-type: none"> I can apply taught strategies to build positive friendships I can seek support if I am feeling lonely or excluded I can seek support from a trusted adult/friend to help with my emotional understanding I can apply taught strategies to ensure that I include others I can apply taught strategies to resolve disputes positively and safely I can apply taught strategies to reconcile differences positively and safely I can apply taught strategies to respond to hurtful behaviour experienced or witnessed (online or offline) I can seek support and report concerns about harmful behaviour I can listen to and respond respectfully to a wide range of people I can debate topical issues in a respectful manner I can challenge those with a different point of view in a respectful manner I can show care and concern for others I can apply taught techniques and strategies to protect the environment I can work as part of a team I can communicate well with others 				
Topic Vocabulary	Team Belong Team work Group People Together Achieve Member	Listening Important Behaviour Choice Affect Feelings Consequences Deliberate	Bullying Online Offline Teasing Lonely Feeling	Change Effects Feelings Achieve Behaviour Consequences Benefit Success (ful)	Happy Sad Excited Together Individual Impact Emotion Body language	Mind-set Teamwork	Together Achieve Communicate Respect Qualities Responsibilities Compromise Shared

Aiming High		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two

Knowledge	<ul style="list-style-type: none"> H20: To recognise change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21: To recognise what makes them special H23: To identify what they are good at, what they like and dislike H24: To recognise how to manage when finding things difficult R23: To recognise the ways in which they are the same and different to others R25: To recognise how to talk about and share their opinions on things that matter to them L14: To recognise that everyone has different strengths L15: To recognise that jobs help people to earn money and pay for things L16: To recognise the different jobs that people they know or people who work in the community do L17: To recognise some of the strengths and interests someone might need to do different jobs 	<ul style="list-style-type: none"> H27: To recognise their individuality and personal qualities H28: To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth H29: To recognise how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L9: To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L25: To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26: To recognise 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 L27: To recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them L28: To recognise 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) L29: To recognise that some jobs are paid more than others and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30: To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32: To recognise a variety of routes into careers (e.g. college, apprenticeships, university) 	<ul style="list-style-type: none"> H28: To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth L25: To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26: To recognise 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 L27: To recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them L28: To recognise 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) L29: To recognise that some jobs are paid more than others and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30: To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31: To recognise how to identify the kind of job that they might like to do when they are older L32: To recognise a variety of routes into careers (e.g. college, apprenticeships, university) 																																																						
	Skills	<ul style="list-style-type: none"> I can use taught strategies to help others' to feel better who are going through change and/or loss I can identify what I am good at, what I like and what I dislike I can use taught strategies to manage when I am finding things difficult I can talk about and share my opinions on things that matter to me I can recognise the strengths and weaknesses that people may need for different job roles 	<ul style="list-style-type: none"> I can identify my personal identity and qualities I can identify my strengths, skills and achievements I can use taught strategies to manage setbacks/perceived failures I can use taught strategies to re-frame unhelpful thinking I can use taught strategies to challenge stereotypes I can identify positive things about myself I can set goals to help me to achieve personal outcomes I can recognise personal outcomes that I wish to achieve I can work as part of a team 	<ul style="list-style-type: none"> I can identify my strengths, skills and achievements I can identify positive things about myself I can set goals to help me to achieve personal outcomes I can recognise personal outcomes that I wish to achieve I can identify the kind of job that I may wish to do when I am older 																																																					
		Topic Vocabulary	<table border="0"> <tr><td>Qualities</td><td>Change</td></tr> <tr><td>Others</td><td>Feeling</td></tr> <tr><td>Develop</td><td>Challenge</td></tr> <tr><td>Friends</td><td>Achievement</td></tr> <tr><td>Thoughts</td><td>Jobs</td></tr> <tr><td>Develop</td><td>Aspirations</td></tr> <tr><td>Improve</td><td>Goals</td></tr> <tr><td>Better</td><td>Future</td></tr> <tr><td>Different</td><td>Interests</td></tr> </table>	Qualities	Change	Others	Feeling	Develop	Challenge	Friends	Achievement	Thoughts	Jobs	Develop	Aspirations	Improve	Goals	Better	Future	Different	Interests	<table border="0"> <tr><td>Achievement</td><td>Positive</td></tr> <tr><td>Goal</td><td>Future</td></tr> <tr><td>Proud</td><td>Skills</td></tr> <tr><td>Attitude</td><td>Stereotype</td></tr> <tr><td>Success</td><td>Job</td></tr> <tr><td>Celebrate</td><td>Career</td></tr> <tr><td>Resilience</td><td>Equal</td></tr> <tr><td>Determinator</td><td>Opportunities</td></tr> <tr><td>Achieve</td><td>Ambition</td></tr> </table>	Achievement	Positive	Goal	Future	Proud	Skills	Attitude	Stereotype	Success	Job	Celebrate	Career	Resilience	Equal	Determinator	Opportunities	Achieve	Ambition	<table border="0"> <tr><td>Learning style</td><td>Opportunities</td></tr> <tr><td>Employment</td><td>Limitations</td></tr> <tr><td>Jobs</td><td></td></tr> <tr><td>Employees</td><td></td></tr> <tr><td>Employer</td><td></td></tr> <tr><td>Skills</td><td></td></tr> <tr><td>Innovation</td><td></td></tr> <tr><td>Enterprise</td><td></td></tr> <tr><td>Entrepreneur</td><td></td></tr> </table>	Learning style	Opportunities	Employment	Limitations	Jobs		Employees		Employer		Skills		Innovation		Enterprise	
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Money Matters

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
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Knowledge	<ul style="list-style-type: none"> L10: To recognise what money is; forms that money comes in; that money comes from different sources L11: To recognise that people make different choices about how to save and spend money L12: To recognise the difference between needs and wants; that sometimes people may not always be able to have the things they want L13: To recognise that money needs to be looked after; different ways of doing this L15: To recognise that jobs help people to earn money to pay for things L16: To recognise different jobs that people they know or people who work in the community do 		<ul style="list-style-type: none"> L17: To recognise the different ways to pay for things and the choices people have about this 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: To recognise 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 the different ways to pay for things and the choice people have about this L21: To recognise different ways to keep track of money L22: To recognise risks associated with money (e.g. money can be worn, lost or stolen) and ways of keeping money safe L23: To recognise the risks involved in gambling; different ways they can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24: To recognise the ways that money can impact on people's feelings and emotions L26: To recognise 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 L29: To recognise that some jobs are paid more than others and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31: To identify the kind of job that they might like to do when they are older L32: To recognise a variety of routes into careers (e.g. college, apprentice, university) 		<ul style="list-style-type: none"> L17: To recognise the different ways to pay for things and the choices people have about this 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: To recognise 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 the different ways to pay for things and the choice people have about this L21: To recognise different ways to keep track of money L22: To recognise risks associated with money (e.g. money can be worn, lost or stolen) and ways of keeping money safe L23: To recognise the risks involved in gambling; different ways they can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24: To recognise the ways that money can impact on people's feelings and emotions 						
	<p>To learn about jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>										
Skills	<ul style="list-style-type: none"> ❖ I can identify different forms of money ❖ I can identify different sources of money ❖ I can make good choices about how to spend money ❖ I can identify how I can look after my money ❖ I can recognise the difference between need and want 		<ul style="list-style-type: none"> ❖ I can identify different forms of money ❖ I can identify when something is good value for money ❖ I can identify different ways to pay for things ❖ I can keep track of money ❖ I can use taught strategies to keep money safe ❖ I can identify how money can impact on a person's life, feelings and emotions ❖ I can identify the kind of job that I may wish to do when I am older 		<ul style="list-style-type: none"> ❖ I can identify different forms of money ❖ I can identify when something is good value for money ❖ I can identify different ways to pay for things ❖ I can keep track of money ❖ I can use taught strategies to keep money safe ❖ I can identify how money can impact on a person's life, feelings and emotions 						
	<p>Money Spend Save Wages Employment Work Job Saving</p>		<p>Belongings Safe Important Value</p>		<p>Jobs Employment Work Money Cost Wage Career Payment</p>		<p>Salary Responsible Priority/Prioritise Budget Influence Advertisement Spending</p>		<p>Finance Risk Influence Critical customer Interest Tax VAT Debt</p>		<p>Loan Society Community</p>
Topic Vocabulary											

Safety First

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> H8: To recognise how to keep safe in the sun and protect skin from sun damage H28: To recognise the rules and age restrictions that keep us safe H29: To recognise risk in simple everyday situations and what action to take to minimise harm H30: To recognise how to keep safe at home (including around electrical appliances_ and fire safety (e.g. not playing with matches and lighters) H31: To recognise that household products (including medicines) can be harmful if not used correctly H32: To recognise ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33: To identify the people whose job it is to help keep us safe H35: To recognise what to do if there is an accident or someone is hurt H36: to recognise how to get help in an emergency (how to dial 999 and what to say) R13: To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14: To recognise that sometimes people may behave differently online, including pretending to be someone they are not R15: To recognise how to respond safely to adults they don't know R16: To recognise how to respond if physical contact makes them feel uncomfortable or unsafe R18: To recognise the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19: To recognise basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20: To recognise 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 	<ul style="list-style-type: none"> H35: To recognise the new opportunities and responsibilities that increasing independence may bring H37: To recognise reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38: To recognise how to predict, assess and manage risk in different situations H39: To recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40: To recognise the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41: To recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43: To recognise what is meant by first aid; basic techniques for dealing with common injuries H44: To recognise how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H46: To recognise the risks and effects of legal drug 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 that can be difficult to break H47: To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48: To recognise why people choose to or not use drugs (including nicotine, alcohol and medicines) H49: To recognise the mixed messages in the media about drugs, including alcohol and smoking/vaping H50: To recognise the organisations that support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R9: To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R18: To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24: To recognise how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 	<ul style="list-style-type: none"> H11: To recognise how their increasing independence brings increased responsibility to keep themselves and others safe H14: To recognise how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health H35: To recognise the new opportunities and responsibilities that increasing independence may bring H37: To recognise reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38: To recognise how to predict, assess and manage risk in different situations H39: To recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40: To recognise the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41: To recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43: To recognise what is meant by first aid; basic techniques for dealing with common injuries H44: To recognise how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R28: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

				<ul style="list-style-type: none"> R29: To recognise where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 			
Skills	<ul style="list-style-type: none"> I can recognise which household products are dangerous and how they can be harmful I can recognise ways to keep myself safe in the environment and online I can recognise ways to keep myself safe in situations with people I do not know I can recognise who is my family I know who to go to when I am worried I can recognise when to say, yes, no, I'll ask, I'll tell I can understand that I do not need to keep secrets I can recognise that I can help to keep myself and others' safe I can understand the terms privacy I recognise that I have a right to keep things private I understand the importance of respecting others privacy I understand the difference between secret and surprise I recognise that I do not have to keep a secret especially if it makes me feel uncomfortable I can recognise what type of contact is acceptable, comfortable, unacceptable and uncomfortable I can recognise how to respond to physical contact and who to talk to for help and advice I recognise who in the community can help me and how I can ask them for help 	<ul style="list-style-type: none"> I can recognise how to make good choices to stay safe I can recognise how to make good choices to stay healthy I can recognise risks and know how to assess danger I can recognise how to act responsibly in a risky situation I can recognise the meaning of 'risk', 'danger' and 'hazard' I can recognise that I can choose not to do something that makes me feel uncomfortable I can recognise ways to safely remove myself from a situation where I feel uncomfortable I can recognise how to stay safe when out and about I can understand how substances affect the human body I can recognise substances that are dangerous I can recognise how to question 'the media' I can recognise where to get help and support from in regards to substances I know how to respond to emergency situations 	<ul style="list-style-type: none"> I can understand how to take responsibility for my own safety I can understand why I need to take responsibility for my own safety I can understand ways in which to take responsibility for my own safety I can understand how to assess and manage risks in different situations I can understand how to confidently identify and manage pressure to get involved in risky situations I can understand how to act sensibly and responsibly in an emergency I can understand the importance of acting sensibly and responsibly in an emergency I can understand how to identify hazards and reduce risks to keep myself and others safe at home I can understand why it is important to identify potential hazards I can understand how to stay safe in different outdoor environments 				
Topic Vocabulary	<p>Safe Danger Internet Private Comfortable Uncomfortable Secrets Risk</p>	<p>Stranger Emergency Contact Online Trust Medicine Substances Environment</p>	<p>Online Offline Unsafe</p>	<p>Independence Responsibility Safe Older Growing Choice Consequences Actions</p>	<p>Assess Dangerous Situation Pressure Cyberbullying Internet Hazard Substance</p>	<p>Responsibility Accountable/ability Mature Independent Decisions Judgement Safety Risk</p>	<p>Hazard Danger Emergency Pressure Dare Permission Respectful Cyberbullying</p>

VIP's			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> H14: To understand how to recognise what others might be feeling H16: To recognise ways of sharing feelings; a range of words to describe feelings H23: To identify what they are good at, what they like and dislike H33: To recognise the people whose jobs it is to keep us safe R1: To recognise the roles different people play in our lives (e.g. acquaintances, friends and relatives) R2: To identify the people who love and care for them and what they do to help them feel cared for R3: To recognise different types of families including those that may be different to their own R4: To identify common features of family life R5: To recognise that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6: To recognise how people make friends and what makes a good friendship 	<ul style="list-style-type: none"> R1: To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6: To recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another 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 R9: To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10: To recognise the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11: To recognise what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, 	<ul style="list-style-type: none"> R1: To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5: To recognise that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6: To recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another 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 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 R9: To understand how to recognise if family relationships

	<ul style="list-style-type: none"> • R7: To identify how to recognise when they or someone else feels lonely and what to do • R8: To recognise simple strategies to resolve arguments between friends positively • R9: To recognise how to ask for help if a friendship is making them feel unhappy • R10: To recognise that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R11: To recognise how people may feel if they experience hurtful behaviour or bullying • R12: To recognise that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • R16: To recognise how to respond if physical contact makes them feel uncomfortable or unsafe • R21: To recognise what is kind and unkind behaviour, and how this can affect others • R24: To recognise how to listen to other people and play and work cooperatively • R25: To recognise how to talk about and share their opinions on things that matter 	<p>support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <ul style="list-style-type: none"> • R14: To recognise that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • R15: To identify strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16: To recognise how friendships can change over time, about making new friends and the benefits of having different types of friends • R17: To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18: To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • R19: To recognise the impact of bullying, including online and offline, and the consequences of hurtful behaviour • R20: To recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate exclusion of other); how to report concerns to get support • R21: To understand discrimination: what it means and how to challenge it • R22: To recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • R25: To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26: To recognise the importance of seeking and giving permission (consent) in different situations • R27: To understand 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 confidence or share a secret • R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online • L10: To understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<p>are making them feel unhappy or unsafe, and how to seek help or advice</p> <ul style="list-style-type: none"> • R11: To recognise 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 • R15: To identify strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R17: To recognise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18: To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • R22: To recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • R26: To recognise the importance of seeking and giving permission (consent) in different situations • R27: To understand 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 confidence or share a secret • R28: To understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29: To recognise where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online • R33: To recognise to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
Skills	<ul style="list-style-type: none"> ❖ I can recognise how others' may be feeling ❖ I can use a range of words to describe my feelings ❖ I can identify what I am good at, what I like and what I dislike ❖ I can identify those who love and care for me ❖ I can identify common features of family life ❖ I can seek help and support from a trusted adult if something about my family makes me unhappy or worried ❖ I can identify if someone is feeling lonely ❖ I can help someone who is feeling lonely by applying taught strategies ❖ I can use simple taught strategies to resolve arguments 	<ul style="list-style-type: none"> ❖ I can recognise that there are different types of relationships ❖ I can use taught strategies to recognise if a family relationship is making me feel unhappy or unsafe ❖ I can seek help and support from a trusted adult if a family relationship is making me feel unhappy or unsafe ❖ I can use taught strategies to help to build positive friendships ❖ I can identify when others may feel lonely or excluded ❖ I can use taught strategies to include others who may be feeling lonely or excluded 	<ul style="list-style-type: none"> ❖ I can use taught strategies to recognise if a family relationship is making me feel unhappy or unsafe ❖ I can seek help and support from a trusted adult if a family relationship is making me feel unhappy or unsafe ❖ I can use taught strategies to manage peer influence ❖ I can use taught strategies to help to resolve and reconcile differences positively and safely ❖ I can use taught strategies to identify if a friendship (online or offline) is making me feel unsafe or uncomfortable ❖ I can use taught strategies to manage pressure from others

	<ul style="list-style-type: none"> ❖ between friends positively ❖ I can seek help and advice from a trusted adult or friend if a friendship is making me feel unhappy ❖ I can use taught strategies to report bullying ❖ I can use taught strategies to respond to unwanted physical contact that makes me feel uncomfortable or unsafe in a safe way ❖ I can listen to others ❖ I can work and play cooperatively with others ❖ I can talk about and share my opinions on things that matter to me 	<ul style="list-style-type: none"> ❖ I can use taught strategies to manage peer influence ❖ I can use taught strategies to help to resolve and reconcile differences positively and safely ❖ I can use taught strategies to identify if a friendship (online or offline) is making me feel unsafe or uncomfortable ❖ I can apply taught strategies to respond to hurtful behaviour experienced or witnessed (online or offline) ❖ I can seek support and report concerns about harmful behaviour ❖ I can use taught strategies to challenge discrimination ❖ I can use taught strategies to respond to unwanted physical contact in a safe way ❖ I can use taught strategies to respond to prejudice if witnessed or experienced 	<ul style="list-style-type: none"> ❖ to do something that makes me feel unsafe or uncomfortable ❖ I can report concerns if I am worried about my own or someone else's personal safety (including online) ❖ I can listen respectfully to a wide range of people ❖ I can respond respectfully to a wide range of people 				
Topic Vocabulary	Relationship Positive Family Friends Argument Cooperation Discussion	Network Behaviour Care Unkind Kind Bullying Care	Name-calling Teasing Uncomfortable Friendship	Friendships Interests Kind Behaviour Healthy Unhealthy	Reflect Actions Support Networks Bullying Personal boundaries	Respect Kindness Special Consequences Techniques Disagreement Polite	Honesty Influence Comfortable/ Un Confidence Relationships

Growing Up			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> • H20: To recognise change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • H22: To recognise ways in which we are all unique • H25: To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • H26: To recognise growing and changing from young to old and how people's needs change • H27: To recognise how to prepare to move to a new class/year group • R3: To recognise different types of families including those that may be different to their own • R4: To identify common features of family life • R5: To recognise that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried • R13: To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R16: To recognise how to respond if physical contact makes them feel uncomfortable or unsafe • R19: To recognise basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • R20: To recognise 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 • R23: To recognise the ways in which they are the same and different to others 	<ul style="list-style-type: none"> • H17: To recognise that feelings can change over time and range in intensity • H18: To recognise everyday things that effect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H26: To recognise that for some people gender identity does not correspond with their biological sex • H30: To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H31: To recognise the physical and emotional changes that happen when approaching and during puberty (including menstruations, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32: To recognise how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33: To recognise the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for • H34: To recognise where to get more information, help and advice about growing and changing, especially about puberty 	<ul style="list-style-type: none"> • H9: To recognise that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H17: To recognise that feelings can change over time and range in intensity • H18: To recognise everyday things that effect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H25: To recognise personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • H27: To recognise their individuality and personal qualities • H28: To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H30: To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H31: To recognise the physical and emotional changes that happen when approaching and during puberty (including menstruations, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32: To recognise how hygiene routines change during the time of puberty, the importance of keeping clean and how to

		<ul style="list-style-type: none"> • R1: To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2: To recognise that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3: To recognise that marriage and civil partnerships as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4: To recognise that forcing people to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or for others • R5: To recognise that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • 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 • 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 	<p>maintain personal hygiene</p> <ul style="list-style-type: none"> • H33: To recognise the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for • H34: To recognise where to get more information, help and advice about growing and changing, especially about puberty • R1: To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2: To recognise that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3: To recognise that marriage and civil partnerships as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4: To recognise that forcing people to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or for others • R5: To recognise that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • 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 • R25: To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • L9 To recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L11: To recognise ways in which the internet and social media can be used both positively and negatively • L16: To recognise 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
Skills	<ul style="list-style-type: none"> ❖ I can use taught strategies to help others' to feel better who are going through change and/or loss ❖ I can identify how my needs may change as I grow and change ❖ I can use taught strategies to help me to prepare to move to a new year group ❖ I can recognise the importance of telling a trusted adult if something about my family makes me unhappy or worried ❖ I can use taught strategies to respond to unwanted physical contact that makes me feel uncomfortable or unsafe in a safe way ❖ I can use taught strategies to resist pressure to do something that makes me feel uncomfortable or unsafe ❖ I can ask for help if I feel worried or unsafe for myself or others 	<ul style="list-style-type: none"> ❖ I can identify everyday things that can affect my feelings ❖ I can use a range of vocabulary to express my feelings ❖ I can use taught strategies to respond to my feelings ❖ I can use taught strategies to respond to intense and/or conflicting feelings that I may feel ❖ I can use taught strategies to manage my feelings appropriately and proportionality in different situations ❖ I can use taught strategies to maintain a good level of personal hygiene ❖ I can seek help and advice about growing up and changing ❖ I can recognise that there are different types of relationships <p>*Parental feedback – A scientific approach of how a baby is conceived to be taught and linked to privacy and the term</p>	<ul style="list-style-type: none"> ❖ I can use taught strategies to maintain a good level of personal hygiene ❖ I can use a range of vocabulary to express my feelings ❖ I can use taught strategies to respond to my feelings ❖ I can use taught strategies to respond to intense and/or conflicting feelings that I may feel ❖ I can use taught strategies to manage my feelings appropriately and proportionality in different situations ❖ I can identify my personal strengths, skills, achievements and interests ❖ I can seek help and advice about growing up and changing ❖ I can recognise that there are different types of relationships ❖ I can use taught strategies to respond to unwanted physical contact in a safe manner

	<ul style="list-style-type: none"> ❖ I can use vocabulary to express if I feel worried or unsafe for myself or others ❖ I can recognise when I have been heard 	relationship to be used	<ul style="list-style-type: none"> ❖ I can use taught strategies to challenge stereotypes ❖ I can use taught strategies to evaluate the reliability of sources ❖ I can use taught strategies to identify misinformation
			*Parental feedback – When discussing menstrual wellbeing and unwanted contact abortion to be mentioned loosely as an action that can be taken
Topic Vocabulary	Body Parts Grow Change Private Inappropriate Consent Independent	Responsibility Physical change Emotions Human Respect Loss Vulva	Penis Vagina Testicles Ovaries Uterus Breast Sperm
		Penis Vagina Testicles Ovaries Uterus Breast Sperm	Egg Reproduce/ Reproduction Puberty Changes Testosterone Emotions Gay/Lesbian/Relationship
			Sexual relationship Reproduction Sex Gender Identity Sexual orientation Puberty
			Marriage Civil Partnership Relationships Contact

Think Positive			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> • H1: To recognise what keeping healthy means; different ways to keep healthy • H11: To recognise different feelings that humans can experience • H12: To recognise and name different feelings • H13: To recognise how feelings can affect people's bodies and how they behave • H17: To recognise things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • H18: To recognise 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 • 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 • H23: To identify what they are good at, what they like and dislike • H24: To recognise how to manage when finding things difficult • R21: To recognise what is kind and unkind behaviour, and how this can affect others • R25: To recognise how to talk about and share their opinions on things that matter to them 	<ul style="list-style-type: none"> • H3: To recognise choices that support a healthy lifestyle, and recognise what might influence these • H4: To understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle • H15: To recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16: To recognise strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • H17: To recognise that feelings can change over time and range in intensity • H18: To recognise everyday things that affect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H21: To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22: To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • H23: To recognise change and loss, including death and how these can affect feelings; ways of expressing and managing grief and bereavement • H24: To recognise problem-solving strategies for dealing with emotions, challenges and change, including the 	<ul style="list-style-type: none"> • H2: To recognise the elements of a balanced, healthy lifestyle • H3: To recognise choices that support a healthy lifestyle, and recognise what might influence these • H4: To understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle • H15: To recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16: To recognise strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • H18: To recognise everyday things that affect feelings and the importance of expressing feelings • H19: To recognise a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20: To recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H21: To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22: To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • H24: to recognise problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • H29: To recognise how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

			<ul style="list-style-type: none"> transition to new schools H28: To recognise how to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29: To recognise how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36: To recognise strategies to manage transition between classes and key stages R13: To recognise the importance of seeking support if feeling lonely or excluded 	<ul style="list-style-type: none"> R13: To recognise the importance of seeking support if feeling lonely or excluded R30: To recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online 		
Skills	<ul style="list-style-type: none"> I can name different feelings and emotions that I may feel I can identify what makes me feel good I can use taught strategies to manage big feelings I can use taught strategies to calm myself down I can use taught strategies to change my mood when I do not feel good I can identify when I need help with my feelings I can seek help and support with my feelings I can identify what I am good at, what I like and what I dislike I can use taught strategies to manage when I find things difficult I can talk about and share my opinions on things that matter to me 	<ul style="list-style-type: none"> I can recognise if a habit is having a positive or negative impact on my lifestyle I can set goals to support my mental health e.g. sleep goals, screen time I can identify everyday things that affect my feelings I can express my feelings with a trusted adult and/or friend I can use a range of vocabulary to express my feelings I can use taught strategies to respond to my feelings I can use taught strategies to respond intense and/or conflicting feelings I can use taught strategies to manage my feelings appropriately and proportionately in different situations I can find and seek support for myself and others I can discuss my feelings with a trusted adult I can use taught strategies to manage emotions, challenges and changes I can identify personal strengths, skills, achievements and interests I can use taught strategies to manage setback/perceived failures I can use taught strategies to re-frame unhelpful thinking I can use taught strategies to aid my emotional wellbeing during transition times I can seek support if I am feeling lonely or excluded 	<ul style="list-style-type: none"> I can recognise if a habit is having a positive or negative impact on my lifestyle I can set goals to support my mental health e.g. sleep goals, screen time I can identify everyday things that affect my feelings I can express my feelings with a trusted adult and/or friend I can use a range of vocabulary to express my feelings I can use taught strategies to respond to my feelings I can use taught strategies to respond intense and/or conflicting feelings I can use taught strategies to manage my feelings appropriately and proportionately in different situations I can discuss my feelings with a trusted adult I can use taught strategies to manage emotions, challenges and changes I can use taught strategies to manage setback/perceived failures I can use taught strategies to re-frame unhelpful thinking I can use taught strategies to aid my emotional wellbeing during transition times I can seek support if I am feeling lonely or excluded 			
Topic Vocabulary	Emotion Feelings Positive Negative Response Mindful Quiet	Thoughts Thankful Grateful Choice Calm Achieve Goal	Positive attitude Happiness Difference Mental health Thoughts Difficult Strategies	Coping Response Challenging Success Mistakes Lifestyle Mindfulness	Feelings Behaviour Positive Negative Consequences Thoughts Influence	Mental attitude Unhelpful Uncomfortable Unpleasant Positive Strategies Mind-set

One World			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> R2: To identify the people who love and care for them and what they do to help them feel cared for R3: To recognise different types of families including those that may be different to their own R4: To identify common features of family life L1: To recognise what rules are, why they are needed, why different rules are needed for different situations L2: To recognise how people and other living things have different needs; about the responsibilities of caring for them L3: To recognise things they can do to look after the 	<ul style="list-style-type: none"> R32: To respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34: To recognise how to discuss and debate topical issues, respect other people's point of view and constructively challenge those who they disagree with L2: To recognise there are human rights, that they are there to protect everyone L3: To recognise the relationship between rights and responsibilities 	<ul style="list-style-type: none"> L2: To recognise there are human rights, that they are there to protect everyone L3: To recognise the relationship between rights and responsibilities L4: To recognise 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 L5: To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how

	<p>environment</p> <ul style="list-style-type: none"> L6: To recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> L4: To recognise 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 L5: To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7: To recognise the value of different contributions that people and groups make to the community L8: To recognise diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9: To recognise stereotypes: how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L19: To recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 	<p>everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <ul style="list-style-type: none"> L19: To recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 			
Skills	<ul style="list-style-type: none"> I can identify the people who love and/or care for me I can identify how they make me feel cared for I can recognise which rules are needed in different situations I can use taught strategies to look after and care for other people and living things I can use taught strategies to look after the environment I can identify how I am the same as and different to other people 	<ul style="list-style-type: none"> I can use taught strategies to respect the similarities and differences between people I can recognise what I have in common with others I can use taught strategies to debate topical issues respectfully I can use taught strategies to respect others points of view I can use taught strategies to constructively challenge those who points of view I disagree with I can show care and concern for others I can use taught strategies to look after the environment e.g. recycling I can identify diversity within my community I can use taught strategies to challenge stereotypes 	<ul style="list-style-type: none"> I can show care and concern for others I can use taught strategies to look after the environment e.g. recycling I can set myself goals to help to look after the environment in my everyday life I can use taught strategies to identify if a product has positive benefits for the world e.g. fair trade 			
Topic Vocabulary	<p>Family Identity Home School Environment Protection Earth</p>	<p>Country Culture Difference Respect Similar Safe Home</p>	<p>Lifestyles Differences Situation Circumstances Stereotype Law Fair trade</p>	<p>Rights Poverty Climate Change Responsibility Environment Fair trade Sustainability</p>	<p>Global citizen Citizen Global warming Positive action Prevent Contribute Impact</p>	<p>Action Responsible Biodiversity Sustainability</p>

Digital Wellbeing			
	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge	<ul style="list-style-type: none"> H28: To recognise rules and age restrictions that keep us safe H34: To recognise basic rules to keep us safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10: To recognise that bodies and feelings can be hurt by words and actions; that people can say harmful things online R11: To recognise how people may feel if they experience harmful behaviour or bullying R12: To recognise that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the 	<ul style="list-style-type: none"> H13: To recognise the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37: To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42: To recognise 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 	<ul style="list-style-type: none"> H13: To recognise the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37: To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42: To recognise 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

<p>importance of telling a trusted adult</p> <ul style="list-style-type: none"> • R14: To recognise that sometimes people may behave differently online, including by pretending to be someone they are not • R15: To recognise how to respond safely to adults they don't know • L7: To recognise how the internet and digital devices can be used safely to find things out and to communicate with others • L8: To recognise the role of the internet in everyday life • L9: To recognise that not all information seen online is true 	<p>or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <ul style="list-style-type: none"> • R12: To recognise what it means to 'know someone online' and how this different from knowing someone face-to-face; risks of communicating online with others not known face-to-face • R15: To recognise strategies for and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R19: To recognise the impact of bullying, including online and offline, and the consequences of hurtful behaviour • R20: To recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of other); how to report concerns and get support • R21: To recognise discrimination: what it means and how to challenge it • R22: To recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • R23: To recognise 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: To recognise how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • R28: To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • L11: To recognise ways in which the internet and social media can be used both positively and negatively • L12: To recognise how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13: To recognise some of the different ways information and data is shared on and used online, including for commercial purposes • L14: To recognise how information from the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15: To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16: To recognise 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>or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <ul style="list-style-type: none"> • R19: To recognise the impact of bullying, including online and offline, and the consequences of hurtful behaviour • R20: To recognise strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of other); how to report concerns and get support • R21: To recognise discrimination: what it means and how to challenge it • R22: To recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • R23: To recognise 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: To recognise how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • R28: To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • L11: To recognise ways in which the internet and social media can be used both positively and negatively • L12: To recognise how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13: To recognise some of the different ways information and data is shared on and used online, including for commercial purposes • L14: To recognise how information from the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15: To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16: To recognise 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
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Skills	<ul style="list-style-type: none"> ❖ I can identify the age restriction on a game, website ect ❖ I can recognise when to tell a trusted adult if I come across something that scares me online ❖ I can recognise when something online makes me feel unhappy or unsafe ❖ I can seek support from a trusted adult when something online makes me feel unhappy or unsafe ❖ I can use taught strategies to respond safely to adults that I do not know ❖ I can use digital devices and the internet to communicate safely ❖ I can use digital devices and the internet to research safely ❖ I can identify how the internet is used within everyday life 		<ul style="list-style-type: none"> ❖ I can identify the benefits of the internet ❖ I can use taught strategies to manage my time online ❖ I can use taught strategies to promote my personal safety and wellbeing online ❖ I can use taught strategies to keep safe online inc managing requests for personal information ❖ I can seek help and advice if I feel frightened or worried about something that I have seen or read online ❖ I can use taught strategies to report concerns, inappropriate content and contact ❖ I can use taught strategies to manage peer influence ❖ I can use taught strategies to respond safely to hurtful behaviour that I have experienced or witness online and/or offline ❖ I can report concerns and seek support for hurtful behaviour ❖ I can use taught strategies to challenge discrimination ❖ I can use taught strategies to respond safely and appropriately to adults that I may not know (in all contexts) ❖ I can use taught strategies to manage pressure that makes me feel uncomfortable or unsafe ❖ I can use taught strategies to assess the reliability of sources of information found online ❖ I can use taught strategies to select appropriate search results ❖ I can use taught strategies to evaluate the reliability of sources ❖ I can use taught strategies to identify misinformation 		<ul style="list-style-type: none"> ❖ I can identify the benefits of the internet ❖ I can use taught strategies to manage my time online ❖ I can use taught strategies to promote my personal safety and wellbeing online ❖ I can use taught strategies to keep safe online inc managing requests for personal information ❖ I can seek help and advice if I feel frightened or worried about something that I have seen or read online ❖ I can use taught strategies to report concerns, inappropriate content and contact ❖ I can report concerns and seek support for hurtful behaviour ❖ I can use taught strategies to challenge discrimination ❖ I can use taught strategies to respond safely and appropriately to adults that I may not know (in all contexts) ❖ I can use taught strategies to manage pressure that makes me feel uncomfortable or unsafe ❖ I can use taught strategies to assess the reliability of sources of information found online ❖ I can use taught strategies to select appropriate search results ❖ I can use taught strategies to evaluate the reliability of sources ❖ I can use taught strategies to identify misinformation 	
	Topic Vocabulary	<p>Online Offline Internet Online safety Devices Restrictions Personal Information</p>	<p>Privacy Trust Truth Behaviour Information Personal Data</p>	<p>Respect Peer pressure Online safety Appropriate Social Media Target Audience</p>	<p>Reliable Boundaries Inappropriate Content Personal Information Face-to-face Report</p>	<p>Mental Health Emotional Wellbeing Online Digital Wellbeing Online Respect Honesty</p>