St. Paul's Long-Term Plan



PSHE - National Curriculum Overview

EYFS – We recognise that children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

KS1 and 2 – Through PSHE, we teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These principles of positive relationships also apply online. Relationships education also creates an opportunity to enable our pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

We teach our pupils about physical health and mental wellbeing to give them the information they need to make good decisions about their own health and wellbeing.

EYFS	KS1	KS2
	Relationships Education	Relationships Education
ELG: Personal, social and emotional	Families and people who care for me	Families and people who care for me
	Caring friendships	Caring friendships
	Respectful relationships	Respectful relationships
	Online relationships	Online relationships
	Being safe	Being safe
	Physical health and mental wellbeing	Physical health and mental wellbeing
	Mental wellbeing	Mental wellbeing
	Internet safety and harms	Internet safety and harms
	Physical health and fitness	Physical health and fitness
	Healthy eating	Healthy eating
	Drugs, alcohol and tobacco	Drugs, alcohol and tobacco
	Health and prevention	Health and prevention
	Basic first aid	Basic first aid
	Changing adolescent body	Changing adolescent body

Our P.S.H.E. Curriculum is Ambitious

Alongside our PSHE curriculum, we incorporate key weeks into our school year including Children's Mental Health Week and Anti-Bullying Week. Whenever possible we invite visitors into school to enhance our curriculum for example, Debt Awareness termly sessions in Year 5 and 6. We also teach Online Safety sessions separately at the start of each half-term following using the EVOLVE resources.

Intent

The aim of our PSHE curriculum is to equip our pupils with the knowledge, skills, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. By encouraging our children to develop their sense of self-worth, we want every child to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. One of our key aims is to enable our children to deal with and adapt to a changing world, leading a healthy, safe and balanced life, so they have good mental health and overall wellbeing.

Our curriculum helps our children build a positive self-image and respect for differences, in order to develop healthy relationships with others through opportunities to reflect on and clarify their own values and attitudes. This is interwoven with the behaviour and ethos of our school.

In an ever-changing world, we aim to promote British Values through the PSHE curriculum, by supporting our children to become healthy and responsible members of society, preparing them for life and work in modern Britain, alongside making a positive difference as a global citizen.

	Aut	umn	Sp	oring	Sun	nmer
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Nursery	RelationshipsFamilies and people who care for meCaring friendshipsRespectful relationshipsBeing safeMental wellbeing*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.*Become more outgoing with unfamiliar people, in the safe context of their setting.*Show more confidence in new social situations.*Play with one or more other children, extending and elaborating play ideas.*Find solutions to conflicts 	Families and people who care for me Caring friendships Respectful relationships Being safe Mental wellbeing *Talk with others to solve conflicts. *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Understand gradually how others might be feeling.	Scre Families and people who care for me Caring friendships Respectful relationships Being safe Mental wellbeing *Develop their sense of responsibility and membership of a community. Physical health and fitness Healthy eating Health and prevention *Make healthy choices about food, drink, activity and toothbrushing.	Respectful relationships *Develop their sense of responsibility and membership of a community. *Increasingly follow rules, understanding why they are important. *Remember rules without needing an adult to remind them.	Respectful relationships *Develop appropriate ways of being assertive. Healthy eating *Make healthy choices about food, drink, activity and toothbrushing. Health and prevention *Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Changing Being safe Mental wellbeing Healthy eating *Make healthy choices about food, drink, activity and toothbrushing. Health and prevention Physical health and fitness *Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

	*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Understand gradually how others might be feeling.					
Reception	Families and people who care for me Caring friendships Respectful relationships Being safe *See themselves as a valuable individual. *Express their feelings and consider the feelings of others. Mental wellbeing *Identify and moderate their own feelings socially and emotionally.	Caring friendships Respectful relationships *Build constructive and respectful relationships. Being safe Mental wellbeing *Show resilience and perseverance in the face of challenge. *Think about the perspectives of others. *Identify and moderate their own feelings socially and emotionally.	Being safe Mental wellbeing Physical health and fitness Health and prevention *Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian	Caring friendships Respectful relationships *See themselves as a valuable individual. *Build constructive and respectful relationships. Mental wellbeing *Identify and moderate their own feelings socially and emotionally.	Caring friendships Respectful relationships *Express their feelings and consider the feelings of others. *Identify and moderate their own feelings socially and emotionally. *Show resilience and perseverance in the face of challenge. Internet safety and harms Physical health and fitness Healthy eating Health and prevention *Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine	Being safe Mental wellbeing Physical health and fitness *Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine Changing adolescent body *Manage their own needs. • Personal hygiene
Year 1	Families and people who care for me: *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families	Families and people who care for me: *that families are important for children growing up because they can give love, security and stability. *the characteristics of healthy family life, commitment to each	Families and people who care for me: *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Respectful relationships: *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Caring friendships: *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support	Families and people who care for me: *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time

are also characterised by	other, including in times	Caring friendships:	Health and prevention:	with problems and	together and sharing each
love and care.	of difficulty, protection	*the characteristics of	*about dental health and the	difficulties.	other's lives.
	and care for children and	friendships, including	benefits of good oral hygiene		
*that stable, caring	other family members,	mutual respect,	and dental flossing, including	*that most friendships have	*how to recognise is
relationships, which may be	the importance of	truthfulness,	regular check-ups at the	ups and downs, and that	family relationships are
of different types, are at the	spending time together	trustworthiness, loyalty,	dentist.	these can often be worked	making them feel
heart of happy families, and	and sharing each other's	kindness, generosity, trust,		through so that the	unhappy or unsafe, and
are important for children's	lives.	sharing interests and	*about personal hygiene and	friendship is repaired or	how to seek help or
security as they grow up.	*that others' families,	experiences and support	germs including bacteria,	even strengthened, and that	advice from others if
Caring friendships:	either in school or in the	with problems and	viruses, how they spread and	resorting to violence is	needed.
*how important friendships	wider world, sometimes	difficulties.	treated, and the importance of	never right.	Caring friendships:
are in making us feel happy	look different from their	diffedites.	hand washing.	*how to recognise who to	*the characteristics of
and secure, and how people	family, but that they	*that healthy friendships are	Basic first aid:	trust and who not to trust,	friendships, including mutual
choose and make friends.	should respect those	positive and welcoming	*how to make a clear and	how to judge when a	respect, truthfulness,
	differences and know	towards others, and do not	efficient call to emergency	friendship is making them	trustworthiness, loyalty,
*the characteristics of	that other children's	make others feel lonely or	services if necessary.	feel unhappy or	kindness, generosity, trust,
friendships, including	families are also	excluded.	*concepts of basic first-aid, for	uncomfortable, managing	sharing interests and
mutual respect,	characterised by love and	*that most friendships have	example dealing with common	conflict, how to manage	experiences and support with
truthfulness,	, care.	ups and downs, and that	injuries, including head	these situations and how to	problems and difficulties.
trustworthiness, loyalty,	*that stable, caring	these can often be worked	injuries.	seek help or advice from	
kindness, generosity, trust,	relationships, which may be of	through so that the	injuries.	others, if needed.	*that healthy friendships are
sharing interests and	different types, are at the heart	friendship is repaired or		Respectful relationships:	positive and welcoming
experiences and support	of happy families, and are	even strengthened, and that		*importance of respecting	towards others, and do not
with problems and	important for children's	resorting to violence is		others, even when they are	make others feel lonely or
difficulties.	security as they grow up.	never right.		very different from them	excluded.
*that healthy friendships are	Caring friendships:	Respectful relationships:		(for example, physically, in	*that most friendships have
positive and welcoming	*the characteristics of	*that in school and in wider		character, personality or	ups and downs, and that these
towards others, and do not	friendships, including mutual	society they can expect to		backgrounds), or make	can often be worked through
make others feel lonely or	respect, truthfulness,	be treated with respect by		different choices or have	so that the friendship is
excluded.		others, and that in turn they		different preferences or	repaired or even strengthened,
*that most friendships have	trustworthiness, loyalty,	should show due respect to		beliefs.	and that resorting to violence
ups and downs, and that	kindness, generosity, trust,	others, including those in			is never right.
	sharing interests and	positions of authority.		*practical steps they can take	Respectful relationships:
through so that the	experiences and support with			in a range of different	*that in school and in wider
friendship is repaired or	problems and difficulties.	*about different types of		contexts to improve or	society they can expect to be
even strengthened, and that	*that healthy friendships are	bullying (including		support respectful	treated with respect by others,
resorting to violence is	positive and welcoming	cyberbullying), the impact of		relationships.	and that in turn they should
never right.	towards others, and do not	bullying, responsibilities of		*the conventions of	show due respect to others,
*how to recognise who to	make others feel lonely or	bystanders (primarily		courtesy and manners.	including those in positions of
trust and who not to trust,	excluded.	reporting bullying to an		*that in school and in wider	authority.
how to judge when a	*that most friendships have	adult) and how to get help.		society they can expect to be	
friendship is making them	ups and downs, and that these	*the importance of		treated with respect by	*about different types of
feel unhappy or	can often be worked through	permission-seeking and		others, and that in turn they	bullying (including
uncomfortable, managing	so that the friendship is	giving in relationships with		should show due respect to	cyberbullying), the impact of
conflict, how to manage	repaired or even strengthened,	friends, peers and adults.		others, including those in	bullying, responsibilities of
these situations and how to	and that resorting to violence	Online relationships:		positions of authority.	bystanders (primarily reporting
seek help or advice from	is never right.	*that people sometimes		Healthy eating:	bullying to an adult) and how to
others, if needed.	-	behave differently online,		*what constitutes a healthy	get help.

Deenestful veletiensking	Deen estful veletionsking.	including by protonding to	dict (including	*the importance of permission
Respectful relationships:	Respectful relationships:	including by pretending to	diet (including	*the importance of permission-
*importance of respecting	*importance of respecting	be someone they are not.		seeking and giving in
others, even when they are	others, even when they are	*that the same principles		relationships with friends, peers
very different from them	very different from them (for	apply to online relationships	*the principles of planning	and adults.
(for example, physically, in	example, physically, in	as to face-to-face	and preparing a range of	Being safe:
character, personality or	character, personality or	relationships, including the		*what sorts of boundaries are
backgrounds), or make	backgrounds), or make	importance of respect for		appropriate in friendships with
different choices or have	different choices or have	others online including when		peers and others (including in a
different preferences or	different preferences or	we are anonymous.	associated with unhealthy	digital context).
beliefs.	beliefs.	*the rules and principles for	eating (including, for	*about the concept of privacy
*practical steps they can take	*practical steps they can take	keeping safe online, how to		and the implications of it for
in a range of different	in a range of different contexts	recognise risks, harmful		both children and adults;
contexts to improve or	to improve or support	content and contact, and	accay and other benatiours	including that it is not always
support respectful	respectful relationships.	how to report them.	on diet or health).	right to keep secrets if they
relationships.	*the conventions of courtesy	*how to critically consider	Health and prevention:	relate to being safe.
	and manners.	their online friendships and	*about personal hygiene	*that each person's body
courtesy and manners.	*that in school and in wider	sources of information	and germs including	belongs to them, and the
Being safe:	society they can expect to be	including awareness of the		differences between
*how to recognise and	treated with respect by others,	risks associated with people		appropriate and inappropriate
report feelings of being	and that in turn they should	they have never met.		or unsafe physical, and other,
unsafe or feeling bad about	show due respect to others,	*how information and data is	washing.	contact.
any adult.	including those in positions of	shared and used online.	washing.	*how to respond safely and
any addit.	authority.	Being safe:		appropriately to adults they
Mental wellbeing:	*about different types of	*what sorts of boundaries		may encounter (in all contexts,
*that mental wellbeing is a	bullying (including	are appropriate in		including online) whom they
normal part of daily life, in	cyberbullying), the impact of	friendships with peers and		do not know.
the same way as physical	bullying, responsibilities of	others (including in a digital		*how to recognise and report
health.	bystanders (primarily reporting	context).		feelings of being unsafe or
	bullying to an adult) and how			feeling bad about any adult.
	to get help.	*about the concept of		*how to ask for advice or help
of emotions (e.g. happiness,	Being safe:	privacy and the implications		
sadness, anger, fear, surprise,	*what sorts of boundaries are	of it for both children and		for themselves or others, and
nervousness) and scale of	appropriate in friendships with	adults; including that it is not		to keep trying until they are
emotions that all humans	peers and others (including in a	always right to keep secrets if		heard,
experience in relation to	digital context).	they relate to being safe.		*how to report concerns or
different experiences and	N de materia en al la cimena	*how to recognise and report		abuse, and the vocabulary and
situations.	Mental wellbeing:	feelings of being unsafe or		confidence needed to do so.
*how to recognise and talk	*simple self-care techniques, including the importance of	feeling bad about any adult.		*where to get advice e.g.
	rest, time spent with friends	*how to ask for advice or		family, school and/or other
	-	help for themselves or		sources.
	and family and the benefits of	others, and to keep trying		Mental wellbeing:
about their own and others'	hobbies and interests.	until they are heard,		*that bullying (including
feelings.	*that bullying (including	*how to report concerns or		cyberbullying) has a negative
*how to judge whether what	cuborbullying) has a pogativo	· · · · · · · · · · · · · · · · · · ·		and often lasting impact on
they are feeling and how they	and often lasting impact on	abuse, and the vocabulary		mental wellbeing.
are behaving is appropriate	mental wellbeing.	and confidence needed to do		
and proportionate.	č			

*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. so. *where to get advice e.g. family, school and/or other sources. Mental wellbeing: *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Internet safety and harms: *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. *where and how to report concerns and get support with issues online Physical health and fitness: *the characteristics and mental and physical benefits of an active lifestyle. *the risks associated with an

inactive lifestyle (including obesity). Drugs, alcohol and tobacco: *the facts about legal and Physical health and fitness: *how and when to seek support including which adults to speak to in school if they are worried about their health.

Changing adolescent body:

*key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

			ille eel hermeful substances			
			illegal harmful substances			
			and associated risks,			
			including smoking, alcohol			
			use and drug-taking.			
			Health and provention.			
			Health and prevention:			
			*the importance of			
			sufficient good quality sleep			
			for good health and that a			
			lack of sleep can affect			
			weight, mood and ability to			
			learn.			
			*about dontal boalth and			
			*about dental health and			
			the benefits of good oral			
			hygiene and dental			
			flossing, including regular			
			check-ups at the dentist.			
Year 2	Caring friendships:	Families and people who care	Being safe:	Caring friendships:	Mental wellbeing:	Caring friendships:
	*how important friendships	for me:	*what sorts of boundaries	*how to recognise who to trust	* how to recognise and talk	*that healthy friendships are
	are in making us feel happy	* that families are important	are appropriate in	and who not to trust, how to	about their emotions,	positive and welcoming
	and secure, and how people	for children growing up	friendships with peers and	judge when a friendship is	including having a varied	towards others, and do not
	choose and make friends.	because they can give love,	others (including in a digital	making them feel unhappy or	vocabulary of words to use	make others feel lonely or
	*****	security and stability.	context).	uncomfortable, managing	when talking about their	excluded.
	*the characteristics of	¥.I I	*	conflict, how to manage these	own and others' feelings.	
	friendships, including mutual	*the characteristics of healthy	*about the concept of	situations and how to seek		Being safe:
	respect, truthfulness,	family life, commitment to	privacy and the implications	help or advice from others, if	Physical health and fitness:	*about the concept of privacy
	trustworthiness, loyalty,	each other, including in times	of it for both children and	needed.	*the characteristics and	and the implications of it for
	kindness, generosity, trust,	of difficulty, protection and	adults; including that it is not			both children and adults;
	sharing interests and	care for children and other	always right to keep secrets if		of an active lifestyle.	including that it is not always
	experiences and support	family members, the	they relate to being safe.	*the conventions of courtesy	*the importance of building	right to keep secrets if they
	with problems and	importance of spending time	*that each person's body	and manners.	*the importance of building	relate to being safe.
	difficulties.	together and sharing each	belongs to them, and the	*that in school and in wider	regular exercise into daily	
	*that healthy friendships are	other's lives.	difference between	*that in school and in wider	and weekly routines and	Mental wellbeing:
	positive and welcoming	*that others' families, either in	appropriate and	society they can expect to be	how to achieve this; for	* that there is a normal range
	towards others, and do not	school or in the wider world,	inappropriate or unsafe	treated with respect by others, and that in turn they should	example walking or cycling	of emotions (e.g. happiness,
	make others feel lonely or	sometimes look different from	physical and other contact	show due respect to others,		sadness, anger, fear, surprise,
	excluded.	their family, but that they	*how to respond safely and	including those in positions of	or other forms of regular,	nervousness) and scale of
	Respectful relationships:	should respect those	appropriately to adults they		vigorous exercise.	emotions that all humans
	*practical steps they can	differences and know that	may encounter (in all	authority. *about different types of	Healthy eating:	experience in relation to
	take in a range of different	other children's families are	contexts, including online)		*what constitutes a healthy	different experiences and
	contexts to improve or	also characterised by love and	whom they do not know.	bullying (including cyber	diet (including	situations.
	support respectful	care.	*how to recognise and report	bullying), the impact of bullying, responsibilities of	understanding calories and	Changing adalassant hades
	relationships.	*that stable, caring	feelings of being unsafe or		other nutritional content).	Changing adolescent body:
	*the conventions of courters	relationships, which may be of	feeling bad about any adult.	bystanders (primarily reporting	Liestile and answerthers	*key facts about puberty and
	*the conventions of courtesy	different types, are at the heart	Mental wellbeing:	bullying to an adult) and how	Health and prevention:	the changing adolescent body,
	and manners.	of happy families, and are		to get help.	*about dental health and	particularly from age 9 through
	*that in school and in wider		* that there is a normal		the importance of sufficient	

society they can expect to be	important for children's	range of emotions (e.g.	Online relationships:	good quality sleep for good	to age 11, including physical
treated with respect by	security as they grow up.	happiness, sadness, anger,	*that people sometimes	health and that lack of sleep	and emotional changes.
others, and that in turn they	Caring friendships:	fear, surprise, nervousness)	behave differently online,	can affect weight, mood and	
	*that healthy friendships are	and scale of emotions that	including by pretending to be	ability to learn	Basic first aid:
others, including those in	positive and welcoming	all humans experience in	someone they are not.		*how to make a clear and
positions of authority.	towards others, and do not	relation to different		*the benefits of good oral	efficient call to emergency
*about different types of	make others feel lonely or	experiences and situations.	*that the same principles apply	hygiene and dental flossing,	services if necessary.
bullying (including	excluded.		to online relationships as to	including regular check-ups	*concepts of basic first-aid, for
cyberbullying), the impact of		*how to recognise and talk	face-to-face relationships,	at the dentist.	example dealing with common
	*that most friendships	about their emotions,	including the importance of	*about personal hygiene	injuries, including head
	have ups and downs,	including having a varied	respect for others online	and germs including	injuries.
, , , ,	and that these can often be worked	vocabulary of words to use	including when we are	bacteria, viruses, how they	injunes.
		when talking about their	anonymous.	are spread and treated, and	
	through so that the friendship is repaired	own and others' feelings.	*the rules and principles for	the importance of	
	or even strengthened,	* the benefits of physical	keeping safe online, how to	handwashing.	
0	and that resorting to	exercise, time outdoors,	recognise risks, harmful	*the facts and science	
	violence is never right.	community participation,	content and contact, and how	relating to allergies,	
	*how to recognise who to trust	voluntary and service-based	to report them.	immunisation and	
	and who not to trust, how to	activity on mental wellbeing	*how to critically consider their	vaccination.	
5.114.4.1.0.1.51	judge when a friendship is	and happiness.	online friendships and sources		
*how to recognise and talk	making them feel unhappy or	Drugs, alcohol and tobacco: *the facts about legal and	of information including		
about their emotions,	uncomfortable, managing	illegal harmful substances	awareness of the risks		
	conflict, how to manage these	and associated risks,	associated with people they		
	situations and how to seek help	including smoking, alcohol	have never met.		
when talking about their own	or advice from others, if	use and drug-taking.	*how information and data is		
and others' feelings.	needed.	use and drug-taking.	shared and used online.		
	Respectful relationships:		Being safe:		
support (including	* importance of respecting		*what sorts of boundaries are		
	others, even when they are		appropriate in friendships with		
for seeking support,	very different from them (for		peers and others (including in a		
	example, physically, in		digital context).		
	character, personality or		*about the concept of privacy		
	backgrounds), or make		and the implications of it for		
their own of someone	different choices or have		both children and adults;		
cise s memorial wendening	different preferences or		including that it is not always		
of ability to control their	beliefs.		right to keep secrets if they		
emotions (including	practical steps they can take in		relate to being safe.		
	a range of different contexts to		*how to ask for advice or help		
	improve or support respectful		for themselves or others, and		
	relationships.		to keep trying until they are		
	*the conventions of courtesy		heard,		
	and manners.		*how to report concerns or		
	Mental wellbeing:		abuse, and the vocabulary and		
	* how to recognise and talk		confidence needed to do so.		
	about their emotions, including				
	having a varied vocabulary of				
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		words to use when talking		*where to get advice e.g.		
		about their own and others'		family, school and/or other		
		feelings.		sources.		
				Mental wellbeing:		
		*isolation and loneliness can		* how to recognise and talk		
		affect children and that it is		about their emotions, including		
		very important for children to		having a varied vocabulary of		
		discuss their feelings with an		words to use when talking		
		adult and seek support.		about their own and others'		
				feelings.		
				*how to judge whether what		
				they are feeling and how they		
				are behaving is appropriate		
				and proportionate.		
				Internet safety and harms:		
				* that for most people the		
				internet is an integral part of		
				life and has many benefits.		
				ine and has many benefits.		
				*about the benefits of		
				rationing time spent online,		
				the risks of excessive time		
				spent on electronic devices and		
				the impact of positive and		
				negative content online on		
				their own and others' mental		
				and physical wellbeing.		
				*how to consider the effect of		
				their online actions on others		
				and know how to recognise		
				and display respectful		
				behaviour online and the		
				importance of keeping		
				personal information private.		
				*that the internet can also be a		
				negative place where online		
				abuse, trolling, bullying and		
				harassment can take place,		
				which can have a negative		
				impact on mental health.		
				*where and how to report		
				concerns and get support with		
				issues online		
Year 3	Caring friendships:	Families and people who care	Online relationships:	Online relationships:	Respectful relationships:	Caring friendships:
	*how important friendships	for me:	*that people sometimes	*how to critically consider their	*importance of respecting	*how important friendships
	are in making us feel happy	*that families are important	behave differently online,	online friendships and sources		are in making us feel happy
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and secure, and how people	for children growing up	including by pretending to	of information including	very different from them	and secure, and how people
choose and make friends.	because they can give love,	be someone they are not.	awareness of the risks	(for example, physically, in	choose and make friends.
*** · · · · · · · · · · · · · · · · · ·	security and stability.		associated with people they	character, personality or	*
*the characteristics of		*that the same principles	have never met.	backgrounds), or make	*the characteristics of
friendships, including mutual	*that others' families, either in	apply to online relationships		different choices or have	friendships, including mutual
	school or in the wider world,	as to face-to-face	Being safe:	different preferences or	respect, truthfulness,
	sometimes look different from	relationships, including the	*where to get advice e.g.	beliefs.	trustworthiness, loyalty,
	their family, but that they	importance of respect for	family, school and/or other		kindness, generosity, trust,
	should respect those	others online including	sources.	*practical steps they can	sharing interests and
	differences and know that	when we are anonymous.	Mental wellbeing:	take in a range of different	experiences and support with
with problems and	other children's families are	*the rules and principles for	* the benefits of physical	contexts to improve or	problems and difficulties.
difficulties.	also characterised by love and	keeping safe online, how to	exercise, time outdoors,	support respectful	*how to recognise who to trust
*that healthy friendships are	care.	recognise risks, harmful	community participation,	relationships.	and who not to trust, how to
positive and welcoming	*that stable, caring	content and contact, and	voluntary and service-based	*the conventions of	judge when a friendship is
towards others, and do not	relationships, which may be of	how to report them	activity on mental wellbeing	courtesy and manners.	making them feel unhappy or
make others feel lonely or	different types, are at the heart	*how to critically consider	and happiness.	Online relationships:	uncomfortable, managing
excluded.	of happy families, and are	their online friendships and		*that people sometimes	conflict, how to manage these
*that most friendships have	important for children's	sources of information	Internet safety and harms:	behave differently online,	situations and how to seek help or advice from others, if
ups and downs, and that	security as they grow up.	including awareness of the	*how to be a discerning	including by pretending to	needed.
these can often be worked	*how to recognise if family	risks associated with people	consumer of information	be someone they are not.	
through so that the	relationships are making them	they have never met.	online including understanding		Online relationships:
friendship is repaired or	feel unhappy or unsafe, and	*how information and data	that information, including that	Healthy eating:	*that the same principles apply
even strengthened, and that resorting to violence is	how to seek help or advice	is shared and used online.	from search engines, is ranked,	*what constitutes a healthy	to online relationships as to
never right.	from others if needed.	Being safe:	selected and targeted.	diet (including	face-to-face relationships,
-	Respectful relationships:	*what sorts of boundaries		understanding calories and	including the importance of
*how to recognise who to trust and who not to trust,	*importance of respecting	are appropriate in		other nutritional content).	respect for others online
how to judge when a	others, even when they are	friendships with peers and			including when we are
friendship is making them	very different from them (for	others (including in a digital		*the principles of planning	anonymous.
feel unhappy or	example, physically, in	context).		and preparing a range of	Being safe:
uncomfortable, managing	character, personality or	*about the concept of		healthy meals.	*about the concept of privacy
conflict, how to manage	backgrounds), or make	privacy and the implications		*the characteristics of a	and the implications of it for
	different choices or have	of it for both children and		poor diet and risks	both children and adults;
seek help or advice from	different preferences or	adults; including that it is		associated with unhealthy	including that it is not always
	beliefs.	not always right to keep		eating (including, for	right to keep secrets if they
Respectful relationships:		secrets if they relate to		example, obesity and tooth	relate to being safe.
*importance of respecting	*practical steps they can take	being safe.		decay) and other behaviours	*that each person's body
others, even when they are	in a range of different contexts	*how to respond safely and		(e.g. the impact of alcohol	belongs to them, and the
very different from them	to improve or support	appropriately to adults they		on diet or health).	differences between
(for example, physically, in	respectful relationships.	may encounter (in all		Health and prevention:	appropriate and inappropriate
character, personality or	*the conventions of courtesy	contexts, including online)		*about personal hygiene	or unsafe physical, and other,
	and manners.	whom they do not know.		and germs including	contact.
different choices or have	*that in school and in wider	*how to recognise and		bacteria, viruses, how they	*how to report concerns for
different preferences or	society they can expect to	report feelings of being		are spread and treated, and	abuse, and the vocabulary and
heliefs	be treated with respect by	unsafe or feeling bad about		the importance of	confidence needed to do so.
	others, and that in turn they	an adult.		handwashing.	Changing adolescent body:
	should show due respect to	*how to ask for advice or		-	*key facts about puberty and
take in a range of different	others, including those in	help for themselves or		*the facts and science	the changing adolescent body,
contexts to improve or	positions of authority.			relating to allergies,	the changing addreseent body,

support respectful	*about different types of	others, and to keep trying	immunisation and	particularly from age 9 through
	bullying (including	until they are heard,	vaccination.	to age 11, including physical
	cyberbullying), the impact of	*how to report concerns or		and emotional changes.
	bullying, responsibilities of	abuse, and the vocabulary		
	bystanders (primarily reporting	and confidence needed to		*about menstrual wellbeing
*what sorts of boundaries	bullying to an adult) and how	do so.		including the key facts about
are appropriate in friendships	to get help.	*where to get advice e.g.		the menstrual cycle.
with peers and others	* what a stereotype is, and	family, school and/or other		Basic first aid:
(including in a digital	how stereotypes can be unfair,	sources.		*how to make a clear and
context).	negative or destructive.	Mental wellbeing:		efficient call to emergency
Mental wellbeing:	Online relationships:	*how to recognise and talk		services if necessary.
*that there is a normal	*that the same principles apply	about their emotions,		*
range of emotions(e.g.	to online relationships as to	including having a varied		*concepts of basic first-aid, for
	face-to-face relationships,	vocabulary of words to use		example dealing with common
	including the importance of	when talking about their		injuries, including head injuries
	respect for others online	own and others' feelings.		
	including when we are	own and others reemigs.		
•	anonymous.	*how to judge whether		
experiences and situations.		what they are feeling and		
	Mental wellbeing:	how they are behaving is		
*how to recognise and talk	* the benefits of physical	appropriate and		
about their emotions,	exercise, time outdoors,	proportionate.		
including having a varied	community participation,	Internet safety and harms:		
vocabulary of words to use	voluntary and service-based	*about the benefits of		
when talking about their	activity on mental wellbeing	rationing time spent online,		
	and happiness.	the risks of excessive time		
*how to judge whether		spent on electronic devices		
what they are feeling and	*that bullying (including	and the impact of positive		
how they are behaving is	cyberbullying) has a negative	and negative content online		
appropriate and	and often lasting impact on	on their own and others'		
proportionate.	mental wellbeing.	mental and physical		
Internet safety and harms:	Internet safety and harms:	wellbeing.		
*why social media, some	*that the internet can also be a	Weinseing.		
computer games and online	negative place where online	*how to consider the effect		
gaming, for example, are	abuse, trolling, bullying and	of their online actions on		
	harassment can take place,	others and know how to		
-0	which can have a negative	recognise and display		
	impact on mental health.	respectful behaviour online		
		and the importance of		
		keeping personal		
		information private.		
		*that the internet can also		
		be a negative place where		
		online abuse, trolling,		
		bullying and harassment can		
		take place, which can have a		
		negative impact on mental		
		health.		<u> </u>

			*how to be a discerning			1
			consumer of information			
			online including			
			understanding that			
			information, including that			
			from search engines, is			
			ranked, selected and			
			targeted.			
			*where and how to report			
			concerns and get support			
			with issues online			
			Healthy eating:			
			*what constitutes a healthy			
			diet (including			
			understanding calories and			
			other nutritional content).			
			*the characteristics of a			
			poor diet and risks			
			associated with unhealthy			
			eating (including, for			
			example, obesity and tooth			
			decay) and other behaviours			
			(e.g. the impact of alcohol			
			on diet or health).			
			Drugs, alcohol and tobacco:			
			*the facts about legal and			
			illegal harmful substances			
			and associated risks,			
			including smoking, alcohol			
			use and drug-taking.			
Year 4	Caring friendships:	Families and people who care	Caring friendships:	Respectful relationships:	Caring friendships:	Families and people who care
	*the characteristics of	for me:	*that healthy friendships are	*the conventions of courtesy	*the characteristics of	for me:
	friendships, including	*that families are important	positive and welcoming	and manners.	friendships, including	*that families are important
	mutual respect,	for children growing up	towards others, and do not		mutual respect,	for children growing up
	truthfulness,	because they can give love,	make others feel lonely or	*that in school and in wider	truthfulness,	because they can give love,
	trustworthiness, loyalty,	security and stability.	excluded.	society they can expect to be	trustworthiness, loyalty,	security and stability.
	kindness, generosity, trust,			treated with respect by others,	kindness, generosity, trust,	
	sharing interests and	*the characteristics of healthy	*how to recognise who to	and that in turn they should show due respect to others,	sharing interests and	* the characteristics of healthy
	experiences and support	family life, commitment to	trust and who not to trust,	including those in positions of	experiences and support	family life, commitment to
	with problems and	each other, including in times	how to judge when a friendship is making them	authority.	with problems and	each other, including in times
	difficulties.	of difficulty, protection and	feel unhappy or	*about different types of	difficulties.	of difficulty, protection and
	*that healthy friendships are	care for children and other	uncomfortable, managing	bullying (including	Description of the last of the	care for children and other
	positive and welcoming	family members, the	conflict, how to manage	cyberbullying), the impact of	Respectful relationships:	family members, the
	towards others, and do not	importance of spending time together and sharing each	these situations and how to	bullying, responsibilities of	*importance of respecting	importance of spending time
	make others feel lonely or	other's lives.	seek help or advice from	bystanders (primarily reporting	others, even when they are	together and sharing each
	excluded.			, , , ., .,	very different from them	other's lives.

*that most friendships have	*that others' families, either in	others, if needed.	bullying to an adult) and how to	(for example, physically, in	*that others' families, either i
ups and downs, and that	school or in the wider world,	Respectful relationships:	get help.	character, personality or	school or in the wider world,
these can often be worked	sometimes look different from	*the importance of self-	Online relationships:	backgrounds), or make	sometimes look different fron
through so that the	their family, but that they	respect and how this links to	*that the same principles apply	different choices or have	their family, but that they
friendship is repaired or	should respect those	their own happiness.	to online relationships as to	different preferences or	*that stable, caring
even strengthened, and that	differences and know that	* - I	face-to-face relationships,	beliefs.	relationships, which may be o
resorting to violence is	other children's families are	*about different types of	including the importance of		different types, are at the hea
never right.	also characterised by love and	bullying (including	respect for others online	*practical steps they can	of happy families, and are
*how to recognise who to	care.	cyberbullying), the impact of	including when we are	take in a range of different	important for children's
trust and who not to trust,	Caring friendships:	bullying, responsibilities of	anonymous.	contexts to improve or	security as they grow up.
how to judge when a	*how important friendships	bystanders (primarily		support respectful	*that marriage represents a
friendship is making them	are in making us feel happy	reporting bullying to an adult) and how to get help.	*the rules and principles for	relationships.	formal and legally recognised
feel unhappy or	and secure, and how people		keeping safe online, how to	*the importance of self-	commitment of two people to
uncomfortable, managing	choose and make friends.	Online relationships:	recognise risks, harmful	respect and how this links to	each other which is intended
conflict, how to manage		*that the same principles	content and contact, and how	their own happiness.	to be lifelong.
these situations and how to	*the characteristics of	apply to online relationships	to report them.	Online relationships:	Caring friendships:
seek help or advice from	friendships, including mutual	as to face-to-face	*how to critically consider their	*how to critically consider	*how important friendships
others, if needed.	respect, truthfulness,	relationships, including the	online friendships and sources	their online friendships and	are in making us feel happy
,	trustworthiness, loyalty,	importance of respect for	of information including	sources of information	and secure, and how people
Respectful relationships:	kindness, generosity, trust,	others online including	awareness of the risks	including awareness of the	choose and make friends.
*importance of respecting	sharing interests and	when we are anonymous.	associated with people they	risks associated with people	
others, even when they are	experiences and support with	*the rules and principles for	have never met.	they have never met.	*the characteristics of
very different from them	problems and difficulties.	keeping safe online, how to	*how information and data is		friendships, including mutual
(for example, physically, in	*that healthy friendships are	recognise risks, harmful	shared and used online.	Physical health and fitness:	respect, truthfulness,
character, personality or	positive and welcoming toward	content and contact, and	Being safe:	*the characteristics and	trustworthiness, loyalty,
backgrounds), or make	others, and do not make others	how to report them	*about the concept of privacy	mental and physical benefits	kindness, generosity, trust,
different choices or have	feel lonely or excluded.		and the implications of it for	of an active lifestyle.	sharing interests and
different preferences or	*that most friendships have	*how to critically consider their online friendships and	both children and adults;	*the importance of building	experiences and support with
beliefs.	ups and downs, and that these	sources of information	including that it is not always	*the importance of building	problems and difficulties.
	can often be worked through		right to keep secrets if they	regular exercise into daily	*that most friendships have
*practical steps they can	so that the friendship is	including awareness of the	relate to being safe.	and weekly routines and	ups and downs, and that the
take in a range of different	repaired or even strengthened,	risks associated with people	*how to ask for advice or help	how to achieve this; for	can often be worked through
contexts to improve or	and that resorting to violence	they have never met.	for themselves or others, and	example walking or cycling	so that the friendship is
support respectful	is never right.	*how information and data	to keep trying until they are	to school, a daily active mile	repaired or even strengthene
relationships.	*how to recognise who to trust	is shared and used online.	heard,	or other forms of regular,	and that resorting to violence
*the conventions of courtesy	and who not to trust, how to	Being safe:	*how to report concerns or	vigorous exercise.	is never right.
and manners.	judge when a friendship is	*what sorts of boundaries	abuse, and the vocabulary and	Healthy eating:	*how to recognise who to tru
*that in school and in wider	making them feel unhappy or	are appropriate in	confidence needed to do so.	*what constitutes a healthy	and who not to trust, how to
society they can expect to be	uncomfortable, managing	friendships with peers and	*where to get advice e.g.	diet (including	judge when a friendship is
treated with respect by	conflict, how to manage these	others (including in a digital	family, school and/or other	understanding calories and	making them feel unhappy o
others, and that in turn they	situations and how to seek help or advice from others, if	context).	sources.	other nutritional content).	uncomfortable, managing conflict, how to manage thes
should show due respect to	needed.	*how to respond safely and	Internet safety and harms:	*the principles of planning	situations and how to seek h
others, including those in		appropriately to adults they	*how to consider the effect of		or advice from others, if
positions of authority.	Respectful relationships: *importance of respecting	may encounter (in all	their online actions on others	and preparing a range of	needed.
*about different types of	• • •	contexts, including online)	and know how to recognise	healthy meals.	
bullying (including	others, even when they are	whom they do not know.	bad display respectful	*the characteristics of a	Respectful relationships:
cyberbullying), the impact of	very different from them (for	*how to recognise and	behaviour online and the	poor diet and risks	*importance of respecting
bullying, responsibilities of	example, physically, in	report feelings of being	senaviour onnic and the	associated with unhealthy	others, even when they are

bystanders (primarily	character, personality or	unsafe or feeling bad about	importance of keeping	eating (including, for	very different from them (for
reporting bullying to an	backgrounds), or make	an adult.	personal information private.	example, obesity and tooth	example, physically, in
adult) and how to get help.	different choices or have	*how to ask for advice or	*about the benefits of	decay) and other behaviours	character, personality or
Mental wellbeing:	different preferences or	help for themselves or	rationing time spent online,	(e.g. the impact of alcohol	backgrounds), or make
*how to recognise and talk	beliefs.	others, and to keep trying	the risks of excessive time	on diet or health).	different choices or have
about their emotions,		until they are heard.	spent on electronic devices and	Health and prevention:	different preferences or
including having a varied	*practical steps they can take	Mental wellbeing:	the impact of positive and	*the importance of	beliefs.
vocabulary of words to use	in a range of different contexts	*how to judge whether	negative content online on	sufficient good quality sleep	
when talking about their	to improve or support	what they are feeling and	their own and others' mental	for good health and that a	*practical steps they can take
own and others' feelings.	respectful relationships.	how they are behaving is	and physical wellbeing.	lack of sleep can affect	in a range of different contexts
*how to judge whether	*the conventions of courtesy	appropriate and		weight, mood and ability to	to improve or support
what they are feeling and	and manners.	proportionate.	*how to be a discerning	learn.	respectful relationships.
how they are behaving is	*that in school and in wider		consumer of information		*the importance of permission-
appropriate and	society they can expect to be	Internet safety and harms:	online including understanding	Basic first aid:	seeking and giving in
proportionate.	treated with respect by others,		that information, including that	*how to make a clear and	relationships with friends,
*simple self-care	and in turn they should show	0 1 ,	from search engines, is ranked,	efficient call to emergency	peers and adults.
techniques, including the	respect to others, including	the risks of excessive time	selected and targeted.	services if necessary.	Being safe:
importance of rest, time	those in positions of authority.	spent on electronic devices	*where and how to report	*concents of basis first aid	*what sorts of boundaries are
spent with friends and	*about different types of	and the impact of positive	concerns and get support with	*concepts of basic first-aid, for example dealing with	appropriate in friendships with
family and the benefits of	bullying (including	and negative content online	issues online.		peers and others (including in a
hobbies and interests.	cyberbullying), the impact of	on their own and others'	Physical health and fitness:	common injuries, including	digital context).
	bullying, responsibilities of	mental and physical	*how and when to seek	head injuries	*about the concept of privacy
	bystanders (primarily reporting	•	support including which adults		and the implications of it for
very important for children	bullying to an adult) and how to		to speak to in school if they are		both children and adults;
to discuss their feelings with	get help.	*how to consider the effect	worried about their health.		including that it is not always
an adult and seek support.	*what a stereotype is and how	of their online actions on others and know how to			right to keep secrets if they
	stereotypes can be unfair,				relate to being safe.
*that bullying (including	negative or destructive.	recognise and display			*how to respond safely and
cyberbullying) has a	*the importance of permission-	respectful behaviour online			appropriately to adults they
negative and often lasting	seeking and giving in	and the importance of			may encounter (in all contexts,
effect on mental wellbeing.	relationships with friends,	keeping personal information private.			including online) whom they
Internet safety and harms:	peers and adults.	*that the internet can also			do not know.
*that the internet can also	Online relationships:				*how to recognise and report
be a negative place where	*that the same principles apply	be a negative place where			feelings of being unsafe or
online abuse, trolling,	to online relationships as to	online abuse, trolling,			feeling bad about an adult.
, 0	face-to-face relationships,	bullying and harassment can			*how to ask for advice or help
take place, which can have a	including the importance of	take place, which can have a			for themselves or others, and
negative impact on mental	respect for others online	negative impact on mental health.			to keep trying until they are
health.	including when we are				heard,
Healthy eating:	anonymous.	*how to be a discerning consumer of information			*how to report concerns or
*the characteristics of a	*how to critically consider their	online including			abuse, and the vocabulary and
poor diet and risks	online friendships and sources	understanding that			confidence needed to do so.
•	of information including	_			Mental wellbeing:
eating (including, for	awareness of the risks	information, including that from search engines, is			*that there is a normal range
	associated with people they	ranked, selected and			of emotions(e.g. happiness,
1 / /		,			sadness, anger, fear, surprise,
accay, and other behaviours		targeted.			nervousness) and scale of

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	(e.g. the impact of alcohol	*how information and data is	Physical health and fitness:			emotions that all humans
	on diet or health).	shared and used online.	*the risks associated with an			experience in relation to
		Being safe:	inactive lifestyle (including			different experiences and
		*what sorts of boundaries are	obesity).			situations.
		appropriate in friendships with	Healthy eating:			*how to recognise and talk
		peers and others (including in a	*the characteristics of a			about their emotions,
		digital context).	poor diet and risks			including having a varied
		* that each person's body	associated with unhealthy			vocabulary of words to use
		belongs to them, and the	,			-
		differences between	eating (including, for			when talking about their own and others' feelings.
		appropriate and	example, obesity and tooth			
		inappropriate or unsafe	decay) and other behaviours			*how to judge whether what they are feeling and how they
		physical, and other, contact.	(e.g. the impact of alcohol			
		*how to recognise and report	on diet or health).			are behaving is appropriate
		feelings of being unsafe or	Drugs, alcohol and tobacco:			and proportionate. *where and how to seek
		feeling bad about an adult.	*the facts about legal and			
		Mental wellbeing:	illegal harmful substances			support (including recognising
		*how to judge whether what	and associated risks,			the triggers for seeking
		they are feeling and how they	including smoking, alcohol			support), including whom in
		are behaving is appropriate	use and drug-taking.			school they should speak to if
		and proportionate.				they are worried about their own or someone else's mental
		Internet safety and harms:	Health and prevention:			
		*about the benefits of	* about safe and unsafe			wellbeing or ability to control
		rationing time spent online,	exposure to the sun, and			their emotions (including
		the risks of excessive time	how to reduce the risk of			issues arising online).
		spent on electronic devices and	sun damage, including skin			
		the impact of positive and	cancer.			Changing adalassant body
		negative content online on				Changing adolescent body: *key facts about puberty and
		their own and others' mental	*personal hygiene and			
		and physical wellbeing.	germs including bacteria,			the changing adolescent body, particularly from age 9 through
		and physical wendering.	viruses, how they are spread			to 11, including physical and
		*that the internet can also be a	and treated, and the			emotional changes.
		negative place where online	importance of handwashing.			emotional changes.
		abuse, trolling, bullying and				*about menstrual wellbeing
		harassment can take place,				including the key facts about
		which can have a negative				the menstrual cycle.
		impact on mental health.				
		*how to be a discerning				
		consumer of information				
		online including understanding				
		that information, including that				
		from search engines, is ranked,				
		selected and targeted.				
Year 5	Caring friendships:	Families and people who care	Caring friendships:	Online relationships:	Being safe:	Families and people who care
	* how important friendships	for me:	*how to recognise who to	*how to critically consider their	*what sorts of boundaries	for me:
	are in making us feel happy	*that others' families, either in	trust and who not to trust,	online friendships and sources	are appropriate in	*the characteristics of healthy
	and secure, and how people	school or in the wider world,		of information including	friendships with peers and	family life, commitment to
						, .,

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choose and make friends.	sometimes look different from	friendship is making them	awareness of the risks	others (including in a digital	each other, including in times
*the characteristics of	their family, but that they	feel unhappy or	associated with people they	context).	of difficulty, protection and
friendships, including	should respect those	uncomfortable, managing	have never met.	Internet safety and harms:	care for children and other
mutual respect,	differences and know that	conflict, how to manage		*why social media, some	family members, the
truthfulness,	other children's families are	these situations and how to	<u>Mental wellbeing:</u>	computer games and online	importance of spending time
trustworthiness, loyalty,	also characterised by love and	seek help or advice from	* the benefits of physical	gaming, for example, are	together and sharing each
kindness, generosity, trust,	care.	others, if needed.	exercise, time outdoors,	age restricted.	other's lives.
sharing interests and			community participation,		
experiences and support	Caring friendships:	Respectful relationships:	voluntary and service-based	Drugs, alcohol and tobacco:	*that stable, caring
with problems and	* how important friendships	*practical steps they can	activity on mental wellbeing	*the facts about legal and	relationships, which may be of
difficulties.	are in making us feel happy	take in a range of different	and happiness.	illegal harmful substances	different types, are at the heart
	and secure, and how people	contexts to improve or	Internet offets and however	and associated risks,	of happy families, and are
, ,	choose and make friends.	support respectful	Internet safety and harms:	including smoking, alcohol	important for children's
positive and welcoming	*	relationships.	*how to be a discerning	use and drug-taking.	security as they grow up.
towards others, and do not	*the characteristics of		consumer of information		Respectful relationships:
make others feel lonely or	friendships, including mutual	*the importance of self-	online including understanding	Basic first aid:	*importance of respecting
excluded.	respect, truthfulness,	respect and how this links to	that information, including that	*how to make a clear and	others, even when they are
*that most friendships have	trustworthiness, loyalty,	their own happiness.	from search engines, is ranked,	efficient call to emergency	very different from them (for
ups and downs, and that	kindness, generosity, trust,	*that in school and in wider	selected and targeted.	services if necessary.	example, physically, in
these can often be worked	sharing interests and	society they can expect to be	Physical health and fitness:	*concepts of basic first-aid,	character, personality or
through so that the	experiences and support with	treated with respect by			backgrounds), or make
friendship is repaired or	problems and difficulties.	others, and that in turn they	* the importance of building regular exercise into daily and	for example dealing with common injuries, including	different choices or have
even strengthened, and that	*that healthy friendships are	should show due respect to	-		different preferences or
resorting to violence is	positive and welcoming towards	others, including those in	weekly routines and how to	head injuries	beliefs.
never right.	others, and do not make others	positions of authority.	achieve this; for example		
*how to recognise who to	feel lonely or excluded.	*about different types of	walking or cycling to school, a		*practical steps they can take
trust and who not to trust,	*that most friendships have	bullying (including	daily active mile or other forms		in a range of different contexts
how to judge when a	ups and downs, and that these		of regular, vigorous exercise.		to improve or support
friendship is making them	can often be worked through	bullying, responsibilities of	*the risks associated with an		respectful relationships.
feel unhappy or	so that the friendship is	bystanders (primarily	inactive lifestyle (including		*the conventions of courtesy
uncomfortable, managing	repaired or even strengthened,	reporting bullying to an	obesity).		and manners.
conflict, how to manage	and that resorting to violence	adult) and how to get help.	Healthy eating:		*the importance of self-respect
these situations and how to	is never right.	•	*what constitutes a healthy		and how this links to their own
seek help or advice from	*how to recognise who to trust	permission-seeking and giving in relationships with	diet (including understanding		happiness.
others, if needed. Respectful relationships:	and who not to trust, how to judge when a friendship is	friends, peers and adults.	calories and other nutritional		*that in school and in wider
*the conventions of	making them feel unhappy or	Online relationships:	content).		society they can expect to be
	uncomfortable, managing	* that people sometimes	content).		treated with respect by others,
courtesy and manners. *the importance of self-	conflict, how to manage these	behave differently online,			and in turn they should show
	situations and how to seek help				respect to others, including
respect and how this links to	or advice from others, if	including by pretending to			those in positions of authority.
their own happiness.	needed.	be someone they are not.			*about different types of
*that in school and in wider	Respectful relationships:	*that the same principles			bullying (including
society they can expect to	*importance of respecting	apply to online relationships			cyberbullying), the impact of
be treated with respect by	others, even when they are	as to face-to-face			bullying, responsibilities of
others, and in turn they	very different from them (for	relationships, including the			bystanders (primarily reporting
should show respect to	example, physically, in	importance of respect for			bullying to an adult) and how to
	character, personality or	importance of respect for			get help.
	character, personality of				

others, including those in	backgrounds), or make	others online including	*what a stereotype is and ho
positions of authority.	different choices or have	when we are anonymous.	stereotypes can be unfair,
Online veletionshine:	different preferences or	*the rules and principles for	negative or destructive.
Online relationships:	beliefs.	keeping safe online, how to	Being safe:
*that the same principles	*	recognise risks, harmful	*what sorts of boundaries ar
apply to online relationships	*practical steps they can take	content and contact, and	appropriate in friendships wi
as to face-to-face	in a range of different contexts	how to report them	peers and others (including i
relationships, including the	to improve or support	*how to critically consider	digital context).
importance of respect for	respectful relationships.	their online friendships and	*about the concept of privac
others online including	*the conventions of courtesy	sources of information	and the implications of it for
when we are anonymous.	and manners.	including awareness of the	both children and adults;
*the rules and principles for	*the importance of self-respect	risks associated with people	including that it is not always
keeping safe online, how to	and how this links to their own	they have never met.	right to keep secrets if they
recognise risks, harmful	happiness.	*how information and data	relate to being safe.
content and contact, and	*that in school and in wider	is shared and used online.	*that each person's body
how to report them	society they can expect to be	Being safe:	belongs to them, and the
	treated with respect by others,	*what sorts of boundaries	differences between
Mental wellbeing:	and in turn they should show	are appropriate in	appropriate and
*that mental wellbeing is a	respect to others, including	friendships with peers and	inappropriate or unsafe
normal part of daily life, in	those in positions of authority.	others (including in a digital	physical, and other, contact
the same way as physical	*about different types of	context).	*how to respond safely and
health.	bullying (including	*about the concept of	appropriately to adults they
*that there is a normal	cyberbullying), the impact of	privacy and the implications	may encounter (in all contex
range of emotions (e.g.	bullying, responsibilities of	of it for both children and	including online) whom the
happiness, sadness, anger,	bystanders (primarily reporting		do not know.
fear, surprise, nervousness)	bullying to an adult) and how to	adults; including that it is	*how to recognise and repo
and scale of emotions that	get help.	not always right to keep	feelings of being unsafe or
all humans experience in	*what a stereotype is and how	secrets if they relate to	
relation to different	stereotypes can be unfair,	being safe.	feeling bad about an adult.
experiences and situations.	negative or destructive.	*how to respond safely and	*how to ask for advice or he
	Online relationships:	appropriately to adults they	for themselves or others, ar
*how to recognise and talk	*that the same principles apply	may encounter (in all	to keep trying until they are
about their emotions, includir	to online relationships as to	contexts, including online)	heard,
having a varied vocabulary of	face-to-face relationships,	whom they do not know.	*how to report concerns or
words to use when talking	including the importance of	Mental wellbeing:	abuse, and the vocabulary a
about their own and others'	respect for others online	*that bullying (including	confidence needed to do so
feelings.	including when we are	cyberbullying) has a	*where to get advice e.g.
*how to judge whether what	anonymous.	negative and often lasting	family, school and/or other
they are feeling and how they	anonymous.	impact on mental wellbeing.	sources.
are behaving is appropriate	*the rules and principles for	Internet offets and because	Mental wellbeing:
and proportionate.	keeping safe online, how to	Internet safety and harms:	*that there is a normal rang
*that bullying (including	recognise risks, harmful	*how to consider the effect	of emotions(e.g. happiness,
cyberbullying) has a	content and contact, and how	of their online actions on	sadness, anger, fear, surpris
negative and often lasting	to report them.	others and know how to	nervousness) and scale of
	*how to critically consider their	recognise and display	emotions that all humans
impact on mental wellbeing. *where and how to seek	online friendships and sources	respectful behaviour online	experience in relation to
	of information including	and the importance of	
support (including	awareness of the risks		
recognising the triggers for			

		I I I	<u> </u>	I		
	seeking support), including	associated with people they	keeping personal			different experiences and
	whom in school they should	have never met.	information private.			situations.
	speak to if they are worried	*how information and data is	*that the internet can also			*how to recognise and talk
	about their own or someone	shared and used online.	be a negative place where			about their emotions,
	else's mental wellbeing or	Being safe:	online abuse, trolling,			including having a varied
	ability to control their	*what sorts of boundaries are	bullying and harassment can			vocabulary of words to use
	emotions (including issues	appropriate in friendships with	take place, which can have a			when talking about their own
	arising online).	peers and others (including in a	negative impact on mental			and others' feelings.
	*it is common for people to	digital context).	health.			*how to judge whether what
	experience mental ill health.	Internet safety and harms:	*how to be a discerning			they are feeling and how they
	For many people who do,	*about the benefits of	consumer of information			are behaving is appropriate
	the problems can be	rationing time spent online,	online including			and proportionate.
	resolved if the right support	the risks of excessive time	understanding that			Changing adolescent body:
	is made available, especially	spent on electronic devices and	information, including that			*key facts about puberty and
	if accessed early enough.	the impact of positive and	from search engines, is			the changing adolescent body,
		negative content online on	ranked, selected and			particularly from age 9 through
		their own and others' mental	targeted.			to 11, including physical and
		and physical wellbeing.	*where and how to report			emotional changes.
		*how to consider the effect of	concerns and get support			
		their online actions on others	with issues online.			*about menstrual wellbeing
		and know how to recognise	Drugs, alcohol and tobacco:			including the key facts about
		and display respectful	*the facts about legal and			the menstrual cycle.
		behaviour online and the	illegal harmful substances			
		importance of keeping	and associated risks,			
		personal information private.	including smoking, alcohol			
		*that the internet can also be a	use and drug-taking.			
		negative place where online				
		abuse, trolling, bullying and				
		harassment can take place,				
		which can have a negative				
		impact on mental health.				
		*how to be a discerning				
		consumer of information				
		online including understanding				
		that information, including that				
		from search engines, is ranked,				
		selected and targeted.				
Year 6	Families and people who	Families and people who care	Families and people who	Respectful relationships:	Families and people who	Families and people who care
	care for me:	for me:	care for me:	*what a stereotype is, and how	care for me:	<u>for me:</u>
	*that families are important	*that families are important	*that families are important	stereotypes can be unfair,	*that families are important	* the characteristics of healthy
	for children growing up	for children growing up	for children growing up	negative or destructive.	for children growing up	family life, commitment to
	because they can give love,	because they can give love,	because they can give love,	***	because they can give love,	each other, including in times
	security and stability.	security and stability.	security and stability.	*the importance of permission-	security and stability.	of difficulty, protection and
		**hat stable as the	Contine fation data in a	seeking and giving in	Contine fators data to a	care for children and other
	* the characteristics of	*that stable, caring	Caring friendships:	relationships with friends,	Caring friendships:	family members, the
	healthy family life,	relationships, which may be of		peers and adults.	*the characteristics of	importance of spending time
	commitment to each other,	different types, are at the heart	are in making us feel happy		friendships, including	

including in times of	of happy families, and are	and secure, and how people	Online relationships:	mutual respect,	together and sharing each
difficulty, protection and	important for children's	choose and make friends.	* that people sometimes	truthfulness,	other's lives.
care for children and other	security as they grow up.	choose and make menas.	behave differently online,	trustworthiness, loyalty,	other silves.
family members, the	Caring friendships:	*the characteristics of	including by pretending to be	kindness, generosity, trust,	*that others' families, either in
importance of spending	* how important friendships	friendships, including mutual	someone they are not.	sharing interests and	school or in the wider world,
	are in making us feel happy	respect, truthfulness,	someone they are not.	experiences and support	sometimes look different from
each other's lives.	and secure, and how people	trustworthiness, loyalty,	Mental wellbeing:	with problems and	their family, but that they
	choose and make friends.	kindness, generosity, trust,	*that mental wellbeing is a	difficulties.	*that stable, caring
in school or in the wider	choose and make menus.	sharing interests and	normal part of daily life, in the	uniculies.	relationships, which may be of
world, sometimes look	*the characteristics of	experiences and support with		*that healthy friendships are	different types, are at the heart
different from their family,	friendships, including mutual	problems and difficulties.	, , ,	positive and welcoming	of happy families, and are
but that they	respect, truthfulness,	*that healthy friendships are	*the benefits of physical	towards others, and do not	important for children's
*that stable, caring	trustworthiness, loyalty,	positive and welcoming	exercise, time outdoors,	make others feel lonely or	security as they grow up.
relationships, which may be	kindness, generosity, trust,	towards others, and do not	community participation,	excluded.	*that marriage represents a
	sharing interests and	make others feel lonely or	voluntary and service-based	*how to recognise who to	formal and legally recognised
of different types, are at the	experiences and support with	excluded.	activity on mental wellbeing	trust and who not to trust,	commitment of two people to
heart of happy families, and are important for children's	problems and difficulties.	*that most friendships have	and happiness.	how to judge when a	each other which is intended
	*that healthy friendships are	ups and downs, and that	Internet safety and harms:	friendship is making them	to be lifelong.
security as they grow up.	positive and welcoming toward	these can often be worked	*why social media, some	feel unhappy or	*how to recognise if family
*that marriage represents a formal and legally	others, and do not make others	through so that the	computer games and online	uncomfortable, managing	relationships are making them
recognised commitment of	feel lonely or excluded.	friendship is repaired or	gaming, for example, are age	conflict, how to manage	feel unhappy or unsafe, and
two people to each other	*that most friendships have	even strengthened, and that	restricted.	these situations and how to	how to seek help or advice
which is intended to be	ups and downs, and that these	resorting to violence is		seek help or advice from	from others if needed.
lifelong.	can often be worked through	never right.	*how to be a discerning	others, if needed.	Respectful relationships:
*how to recognise if family	so that the friendship is	*how to recognise who to	consumer of information	Respectful relationships:	*importance of respecting
relationships are making	repaired or even strengthened,	trust and who not to trust,	online including understanding	*importance of respecting	others, even when they are
them feel unhappy or	and that resorting to violence	how to judge when a	that information, including that	others, even when they are	very different from them (for
unsafe, and how to seek	is never right.	friendship is making them	from search engines, is ranked,	very different from them	example, physically, in
help or advice from others if	*how to recognise who to trust	feel unhappy or	selected and targeted.	(for example, physically, in	character, personality or
needed.	and who not to trust, how to	uncomfortable, managing conflict, how to manage		character, personality or	backgrounds), or make
Caring friendships:	judge when a friendship is	these situations and how to		backgrounds), or make	different choices or have
*the characteristics of	making them feel unhappy or	seek help or advice from		different choices or have	different preferences or
friendships, including	uncomfortable, managing	others, if needed.		different preferences or	beliefs.
mutual respect,	conflict, how to manage these	Respectful relationships:		beliefs.	
truthfulness,	situations and how to seek help or advice from others, if	*importance of respecting		*the importance of self-	*the importance of self-respect
trustworthiness, loyalty,	needed.	others, even when they are		respect and how this links to	and how this links to their own
kindness, generosity, trust,	Respectful relationships:	very different from them		their own happiness.	happiness.
sharing interests and	*importance of respecting	(for example, physically, in		*about different types of	*what a stereotype is, and how
experiences and support	others, even when they are	character, personality or		bullying (including	stereotypes can be unfair,
with problems and	very different from them (for	backgrounds), or make		cyberbullying), the impact of	negative or destructive.
difficulties.	example, physically, in	different choices or have		bullying, responsibilities of	Online relationships:
**haat haalth. futanalah too aya	character, personality or	different preferences or		hu saha ya da ya da yina a yilu s	* that people sometimes
positive and welcoming	backgrounds), or make	beliefs.		reporting bullying to an	behave differently online,
towards others, and do not	different choices or have	beners.		adult) and how to get help.	including by pretending to be
make others feel lonely or	different preferences or	*the importance of self-		Online relationships:	someone they are not.
excluded.	beliefs.	respect and how this links to		* that people sometimes	*the rules and principles for
*that most friendships have	Jenera.	their own happiness.			keeping safe online, how to
·	1		1		Receiping sare online, now to

 ups and downs, and that	*practical steps they can take	*that in school and in wider	including by pretending to	recognise risks, harmful
these can often be worked	in a range of different contexts	society they can expect to	be someone they are not.	content and contact, and how
through so that the	to improve or support	be treated with respect by	,	to report them
friendship is repaired or	respectful relationships.	others, and in turn they	*the rules and principles for	*how to critically consider their
even strengthened, and that	*the conventions of courtesy	should show respect to	keeping safe online, how to	online friendships and sources
resorting to violence is	and manners.	others, including those in	recognise risks, harmful	of information including
never right.	*that in school and in wider	positions of authority.	content and contact, and	awareness of the risks
*how to recognise who to	society they can expect to be	*the importance of	how to report them	associated with people they
trust and who not to trust,	treated with respect by others,	permission-seeking and	Being safe:	have never met.
how to judge when a	and in turn they should show	giving in relationships with	*what sorts of boundaries	*how information and data is
friendship is making them	respect to others, including	friends, peers and adults.	are appropriate in	shared and used online.
feel unhappy or	those in positions of authority.	Online relationships:	friendships with peers and	Being safe:
uncomfortable, managing	*about different types of	* that people sometimes	others (including in a digital	*about the concept of privacy
conflict, how to manage	bullying (including	behave differently online,	context).	and the implications or it for
these situations and how to	cyberbullying), the impact of	including by pretending to	*about the concept of	both children and adults:
seek help or advice from	bullying, responsibilities of	be someone they are not.	privacy and the implications	including that it is not always
others, if needed.	bystanders (primarily reporting		of it for both children and	right to keep secrets if they
	bullying to an adult) and how to	*that the same principles	adults; including that it is	relate to being safe.
Respectful relationships:	get help.	apply to online relationships	not always right to keep	*that each person's body
*importance of respecting	*what a stereotype is, and how	as to face-to-face	secrets if they relate to	belongs to them, and the
others, even when they are	stereotypes can be unfair,	relationships, including the	being safe.	differences between
very different from them	negative or destructive.	importance of respect for	*how to respond safely and	appropriate and
(for example, physically, in	Online relationships:	others online including	appropriately to adults they	inappropriate or unsafe
character, personality or	*that the same principles apply	when we are anonymous.	may encounter (in all	physical, and other, contact.
backgrounds), or make	to online relationships as to	*the rules and principles for	contexts, including online)	*how to respond safely and
different choices or have	face-to-face relationships,	keeping safe online, how to	whom they do not know.	appropriately to adults they
different preferences or	including the importance of	recognise risks, harmful	*how to recognise and	may encounter (in all contexts,
beliefs.	respect for others online	content and contact, and	report feelings of being	including online) whom they
*practical steps they can	including when we are	how to report them	unsafe or feeling bad about	do not know.
take in a range of different	anonymous.	*how to critically consider	any adult.	*how to recognise and report
contexts to improve or	Deing sefer	their online friendships and	Mental wellbeing:	feelings of being unsafe or
support respectful	Being safe: *what sorts of boundaries are	sources of information	*that mental wellbeing is a	feeling bad about any adult.
relationships.		including awareness of the	normal part of daily life, in	*how to ask for advice or help
*the importance of self-	appropriate in friendships with peers and others (including in a	risks associated with people	the same way as physical	for themselves or others, and
respect and how this links to		they have never met.	health.	to keep trying until they are
their own happiness.	digital context). Mental wellbeing:	*how information and data	*the benefits of physical	heard,
*that in school and in wider	*how to recognise and talk	is shared and used online.	exercise, time outdoors,	*how to report concerns or
society they can expect to	about their emotions, including	Being safe:	community participation,	abuse, and the vocabulary and
be treated with respect by	having a varied vocabulary of	*what sorts of boundaries	voluntary and service-based	confidence needed to do so.
others, and in turn they	words to use when talking	are appropriate in	activity on mental wellbeing	*where to get advice e.g.
should show respect to	about their own and others'	friendships with peers and	and happiness.	family, school and/or other
others, including those in	feelings.	others (including in a digital	*simple self-care	sources.
positions of authority.	icemigs.	context).	techniques, including the	Mental wellbeing:
*about different types of	*simple self-care techniques,	Mental wellbeing:	importance of rest, time	*that there is a normal range
bullying (including	including the importance of	*that mental wellbeing is a	spent with friends and	of emotions (e.g. happiness,
		normal part of daily life in	spent with menus and	landunan aware from summites
cyberbullying), the impact of	rest, time spent with friends	normal part of daily life, in	family and the benefits of	sadness, anger, fear, surprise, nervousness) and scale of

bystanders (primarily	and family and the benefits of	the same way as physical	*isolation and loneliness can	emotions that all humans
reporting bullying to an	hobbies and interests.	health.	affect children and that it is	experience in relation to
adult) and how to get help.	Internet safety and harms:		very important for children	different experiences and
*the importance of	*about the benefits of	*how to recognise and talk	to discuss their feelings with	situations.
permission-seeking and	rationing time spent online,	about their emotions,	an adult and seek support.	
giving in relationships with	the risks of excessive time	including having a varied	Internet safety and harms:	*how to judge whether what
friends, peers and adults.	spent on electronic devices and	vocabulary of words to use	*about the benefits of	they are feeling and how they
Online relationships:	the impact of positive and	when talking about their	rationing time spent online,	are behaving is appropriate
*that the same principles	negative content online on	own and others' feelings.	the risks of excessive time	and proportionate.
apply to online relationships	their own and others' mental	*how to judge whether	spent on electronic devices	*simple self-care techniques,
as to face-to-face	and physical wellbeing.	what they are feeling and	and the impact of positive	including the importance of
relationships, including the		how they are behaving is	and negative content online	rest, time spent with friends
importance of respect for	*how to be a discerning	appropriate and	on their own and others'	and family and the benefits of
others online including	consumer of information	proportionate.	mental and physical	hobbies and interests.
when we are anonymous.	online including understanding	*the benefits of physical	wellbeing.	*where and how to seek
	that information, including that	exercise, time outdoors,	wendering.	support (including recognising
*the rules and principles for	from search engines, is ranked,	community participation,	*how to be a discerning	the triggers for seeking
keeping safe online, how to	selected and targeted.	voluntary and service-based	consumer of information	support), including whom in
recognise risks, harmful	_	activity on mental wellbeing	online including	school they should speak to if
content and contact, and		and happiness.	understanding that	they are worried about their
how to report them		*simple self-care	information, including that	own or someone else's mental
*how to critically consider		techniques, including the	from search engines, is	wellbeing or ability to control
their online friendships and		importance of rest, time	ranked, selected and	their emotions (including
sources of information		spent with friends and	targeted.	issues arising online).
including awareness of the		family and the benefits of	Physical health and fitness:	Internet safety and harms:
risks associated with people		hobbies and interests.	* the importance of building	*about the benefits of
they have never met.		*isolation and loneliness can	regular exercise into daily	rationing time spent online,
*how information and data		affect children and that it is	and weekly routines and	the risks of excessive time
is shared and used online.		very important for children	how to achieve this; for	spent on electronic devices and
Being safe:		to discuss their feelings with	example walking or cycling	the impact of positive and
*what sorts of boundaries		an adult and seek support.	to school, a daily active mile	negative content online on
are appropriate in		*that bullying (including	or other forms of regular,	their own and others' mental
friendships with peers and		cyberbullying) has a	vigorous exercise.	and physical wellbeing.
others (including in a digital		negative and often lasting	vigorous exercise.	and physical wendering.
context).		impact on mental wellbeing.	*the risks associated with an	*that the internet can also be a
*about the concept of		*it is common for people to	inactive lifestyle (including	negative place where online
privacy and the implications			obesity).	abuse, trolling, bullying and
of it for both children and		experience mental ill health.	*how to seek support	harassment can take place,
adults; including that it is		For many people who do,	including which adults to	which can have a negative
not always right to keep		the problems can be	speak to in school if they are	impact on mental health.
secrets if they relate to		resolved if the right support	worried about their health.	Health and prevention:
'		is made available, especially	Drugs, alcohol and tobacco:	*about personal hygiene and
being safe.		if accessed early enough.	*the facts about legal and	germs including bacteria,
*that each person's body		Internet safety and harms:	illegal harmful substances	viruses, how they are spread
belongs to them, and the		*how to consider the effect	and associated risks,	and treated, and the
differences between		of their online actions on	including smoking, alcohol	importance of hand washing.
appropriate and		others and know how to	use and drug-taking.	importance of fiand washing.
inappropriate or unsafe		recognise and display	use and unug-laking.	
physical, and other.	1			

contact. *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *how to recognise and report feelings of being unsafe or feeling bad about an adult. *how to ask for advice or help for themselves or others, and to keep trying until they are heard, *how to report concerns or abuse, and the vocabulary and confidence needed to do so. *where to get advice e.g. family, school and/or other sources. Mental wellbeing: *that mental wellbeing is a normal part of daily life, in the same way as physical health. *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

respectful behaviour online and the importance of keeping personal information private. *why social media, some computer games and online gaming, for example, are age restricted. *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. *where and how to report concerns and get support with issues online. Healthy eating: *the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Changing adolescent body: Health and prevention: *key facts about puberty and *how to recognise early signs of physical illness, such the changing adolescent body, as weight loss, or particularly from age 9 through to 11, including physical and unexplained changes to the body. emotional changes. *the importance of * about menstrual wellbeing sufficient good quality sleep including the key facts about for good health and that a the menstrual cycle. lack of sleep can affect weight, mood and ability to learn. *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. *the facts and science relating to allergies, immunisation and vaccination. **Basic first aid:** *how to make a clear and efficient call to emergency services if necessary. *concepts of basic first-aid, for example dealing with common injuries, including head injuries Changing adolescent body: *key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.

Internet safety and harms:			
*that for most people the			
internet is an integral part of			
life and has many benefits.			
*how to consider the effect			
of their online actions on			
others and know how to			
recognise and display			
respectful behaviour online			
and the importance of			
keeping personal			
information private.			
*why social media, some			
computer games and online			
gaming, for example, are			
age restricted.			
*that the internet can also			
be a negative place where			
online abuse, trolling,			
bullying and harassment can			
take place, which can have a			
negative impact on mental			
health.			
*where and how to report			
concerns and get support			
with issues online.			
Changing adolescent body:			
*key facts about puberty			
and the changing adolescent			
body, particularly from age 9			
through to 11, including			
physical and emotional			
changes.			
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