

# **PHSE Curriculum Objectives**

## **In Pre-school**

Children will be able to:

### Me and My relationships

- Recognise that we are unique
- Describe different feelings and use this skill to manage relationships
- Understand that some families are different from theirs, but these families also love and care for one another

### Valuing Difference

- Recognise that there are differences and similarities between themselves
- Celebrate their friends and include them
- Understand people have different cultures and religions

### Keeping Myself Safe

- Explain what they should do if they feel unsafe
- Recognise potential dangers and how to stay safe, inside and outside
- Learn the importance of keeping safe around medicines and unknown products

### Rights and Responsibilities

- Learn about taking some responsibility for their own health
- Describe ways in which they can help others and why they would do so
- Take care of their home, their learning environment and the natural environment

### Being my Best

- Talk about healthy choices and activities
- Develop resilience and persistence in their learning
- Working cooperatively with others when faced with a challenge

### Growing and Changing

- Talk about change in the environment
- Describe the changes in babies, young animals and plants as they grow
- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.

## In Reception

Children will be able to:

### Me and My Relationships

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings.
- Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried.

### Valuing Difference

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

### Keeping Myself Safe

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe.

### Rights and Responsibilities

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.
- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends.

### Being my Best

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.

### Growing and Changing

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

## **In Studland Class (Learning across Year 1 and 2)**

Children will be able to:

### **Me and My Relationships (at the beginning of each school year)**

- Understand that classroom rules help everyone to learn and be safe;
- Suggest actions that will contribute positively to the life of the classroom;
- Explain their classroom rules and be able to contribute to making these.

### **Valuing differences**

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others; describe and record strategies for getting on with others in the classroom.
- Recognise and describe acts of kindness and unkindness; explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Identify some of the physical and non-physical differences and similarities between people; begin to appreciate the positive aspects of these differences;
- Know and use words and phrases that show respect for other people.
- Identify simple qualities of friendship; suggest simple strategies for making up.
- Suggest and use strategies for helping someone who is feeling left out.
- Identify some of the people who are special to them; recognise and name some of the qualities that make a person special to them.

### **Keeping Safe**

- Make a clear and efficient call to emergency services if necessary.
- Understand the concepts of basic first-aid, for example dealing with common injuries;
- Understand that medicines can sometimes make people feel better when they're ill; explain simple issues of safety and responsibility about medicines and their use.
- Recognise that they belong to various groups and communities who can help them stay safe; explain how these people help us and we can also help them to help us.
- Identify situations in which they would feel safe or unsafe; suggest actions for dealing with unsafe situations including who they could ask for help.
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Explain the difference between a secret and a nice surprise;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

### **Being my Best**

#### Healthy Lifestyles

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of regular hygiene routines; sequence personal hygiene routines into a logical order.
- Explain the importance of good dental hygiene; describe simple dental hygiene routines.
- Understand how diseases can spread; recognise and use simple strategies for preventing the spread of diseases e.g. simple hygiene routines such as hand washing and vaccinations.
- Recognise that they may have different tastes in food to others; recognise which foods we need to eat more of and which we need to eat less of to be healthy.
- Recognise the importance of fruit and vegetables in their daily diet;

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle and identify simple bedtime routines that promote healthy sleep.
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

### Growth Mindset

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
- Give and receive positive feedback, and experience how this makes them feel.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

### Growing and changing

#### Year 1

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.
- Identify parts of the body that are private and describe ways in which private parts can be kept private;

#### Year 2

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.
- Explain what privacy means; identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

### Feelings and Emotions

- Identify and use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); identify helpful ways of responding to other's feelings.
- Recognise how a person's behaviour (including their own) can affect other people.
- Recognise that people's bodies and feelings can be hurt; suggest ways of dealing with different kinds of hurt, including where they could get help.
- Recognise the range of feelings that are associated with loss, including losing (and being reunited) with a person they are close to.
- Recognise emotions and physical feelings associated with feeling unsafe; identify people who can help them when they feel unsafe.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; understand that bullying is usually quite rare.
- Recognise that there are different types of bullying and unkind behaviour; understand that both are unacceptable ways of behaving.

- Understand and describe strategies for dealing with bullying: rehearse and demonstrate some of these strategies.

## **Rights and Responsibilities**

### Money

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.
- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
- Understand that people have choices about what they do with their money;
- Know that money can be saved for a use at a future time;
- Explain how they might feel when they spend money on different things.
- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

### Living things

- Identify what they like about the school environment; make suggestions for improving the school environment;
- Recognise who cares for and looks after the school environment; Identify any problems with the school environment (e.g. things needing repair);
- Recognise that they all have a responsibility for helping to look after the school environment.
- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

## **Kimmeridge Class (Learning across years 3 and 4)**

Children will be able to:

### **Me and My Relationships (at the beginning of each school year)**

- Explain why we have rules; explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings; consider the possible consequences of breaking the rules.
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); recognise that everyone can make a difference within a democratic process.
- Understand that humans have rights and also responsibilities; identify some rights and also responsibilities that come with these.

### **Keeping Safe**

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; identify situations which are either dangerous, risky or hazardous;
- Demonstrate strategies for dealing with a risky situation.
- Identify risk factors in given situations and suggest ways of reducing or managing those risks.
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
- Identify key people who are responsible for them to stay safe and healthy; suggest ways they can help these people.
- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible'; describe the various responsibilities of those who help them stay healthy and safe;
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; understand and explain how to get help.
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Identify images that are safe/unsafe to share online; know and explain strategies for safe online sharing;
- Recognise potential risks associated with browsing online; give examples of strategies for safe browsing online.
- Evaluate the validity of statements relating to online safety;
- Understand the difference between 'fact' and 'opinion'; understand how an event can be perceived from different viewpoints;
- Define the word *influence*; understand that we can be influenced both positively and negatively; recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

### **Being my Best**

#### Feelings

- Identify and demonstrate a range of feelings through their facial expressions and body language;
- Recognise that different people can have different feelings in the same situation;
- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.
- Recognise that their feelings might change towards someone or something once they have further information.
- Explain some of the feelings someone might have when they lose something important to them; understand that these feelings are normal and a way of dealing with the situation.

#### Healthy Lifestyles

- Explain how each of the food groups on the **Eatwell** benefits the body;
- Explain what is meant by the term 'balanced diet'; give examples what foods might make up a healthy balanced meal.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Explain how some infectious illnesses are spread from one person to another; explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; (e.g. hand-washing routines).
- Suggest medical and non-medical ways of treating an illness.
- Understand that medicines are drugs and explain safety issues for medicine use; suggest alternatives to taking a medicine when unwell;
- Identify some key risks from and effects of cigarettes and alcohol; understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

## **Growing and Changing**

### Year 3

- Identify different types of relationships; recognise who they have positive healthy relationships with.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Understand what is meant by the term body space (or personal space); identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

### Year 4

- Understand that marriage is a commitment to be entered into freely and not against someone's will; know the legal age for marriage in England or Scotland;
- Recognise that marriage includes same sex and opposite sex partners;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- Identify parts of the body that males and females have in common and those that are different; know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Know the key facts of the menstrual cycle; understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.
- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; know who they could ask for help if a secret made them feel uncomfortable or unsafe.

## **Me and My Relationships (friendships)**

- Identify people who they have a special relationship with; suggest strategies for maintaining a positive relationship with their special people.
- Explain what we mean by a 'positive, healthy relationship'; describe some of the qualities that they admire in others.
- Identify qualities of friendship;

- Suggest reasons why friends sometimes fall out; rehearse and use, now or in the future, skills for making up again.
- Recognise that there are times when they might need to say 'no' to a friend; describe appropriate assertive strategies for saying 'no' to a friend.
- Explain what a dare is; understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
- Define and demonstrate cooperation and collaboration for working on a collaborative task; identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class; identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.
- Develop skills in discussion and debating an issue;
- Express opinions explaining the thinking behind them and listen to those of others;
- Consider and empathise with different viewpoints;

### **Rights and Responsibilities**

- Define what is meant by the word 'community' and identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community.
- Define what a volunteer is; identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Define what is meant by the environment; evaluate and explain different methods of looking after the school environment;
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment; understand and explain the value of this work.
- Understand the terms 'income', 'saving' and 'expenditure';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

## Jurassic Class (learning across Year 5 and 6)

Children will be able to:

### **Rights and Responsibilities**

At the beginning of the school year

- Define the differences between responsibilities, rights and duties; discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out.
- Explain some of the areas that local councils have responsibility for;
- Understand that local councillors are elected to represent their local community;
- Recognise reasons for rules and laws; consequences of not adhering to rules and laws.

Being part of a community

- State what is meant by community;
- Explain what being part of a school community means to them; suggest ways of improving the school community;
- Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.
- Suggest actions that could be taken to live in a more environmentally sustainable way.
- State the costs involved in producing and selling an item; suggest questions a consumer should ask before buying a product; suggest sale prices for a variety of items, taking into account a range of factors;
- Define the terms loan, credit, debt and interest; explain some benefits of saving money;
- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services; evaluate the different public services and compare their value.

### **Being my Best**

#### Self-image and Media

- Identify their own strengths and talents; identify areas that need improvement and describe strategies for achieving those improvements.
- Identify aspirational goals and describe the actions needed to set and achieve these.
- Describe 'star' qualities of celebrities as portrayed by the media; recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; understand that fame can be short-lived;
- Describe 'star' qualities that 'ordinary' people have; identify qualities that people have, as well as their looks; recognise that photos can be changed to match society's view of perfect;
- Identify, write and discuss issues currently in the media concerning health and wellbeing; express their opinions on an issue concerning health and wellbeing;
- Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; challenge stereotypical gender portrayals of people;
- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Understand and describe the language and techniques that make up a biased report; analyse a report and extract the facts from it.
- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
- Know the legal age (and reason behind these) for having a social media account;

- Understand why people don't tell the truth and often post only the good bits about themselves, online; recognise that people's lives are much more balanced in real life, with positives and negatives.
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face; understand that online communication can be misinterpreted;
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online; describe safe behaviours when using communication technology.

### Healthy Lifestyles (Smoking and Alcohol)

- Know the basic functions of the four systems covered and know they are inter-related; explain the function of at least one internal organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe the harmful effects of smoking and drinking alcohol.
- Know that all medicines are drugs but not all drugs are medicines; understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Understand some of the basic laws in relation to drugs; explain why there are laws relating to drugs in this country.
- Explain what a habit is, giving examples; describe why and how a habit can be hard to change.
- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
- Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks; explain how a risk can be reduced;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
- Assess a risk to help keep themselves safe.
- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.

## **Growing and Changing**

### Year 5

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty; identify some products that they may need during puberty and why; know what menstruation is and why it happens.
- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable; describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
- Explain the difference between a safe and an unsafe secret; identify situations where someone might need to break a confidence in order to keep someone safe.
- Use a range of words and phrases to describe the intensity of different feelings; distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Recognise how our body feels when we're relaxed; list some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change; identify people who can support someone who is dealing with a challenging time of change.
- Explain what the five ways to wellbeing are; describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

## Year 6

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system; understand that HIV is difficult to transmit; know how a person can protect themselves from HIV.
- Explain the difference between a safe and an unsafe secret; identify situations where someone might need to break a confidence in order to keep someone safe.
- Use a range of words and phrases to describe the intensity of different feelings; distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Recognise how our body feels when we're relaxed; list some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change; identify people who can support someone who is dealing with a challenging time of change.
- Explain what the five ways to wellbeing are; describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

## **Me and my Relationships (Friendships)**

- Describe the attributes needed to work collaboratively; give examples of how they have worked collaboratively and demonstrate a collaborative approach to a task;
- Explain what is meant by the terms negotiation and compromise; suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Describe qualities of a strong, positive friendship; describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
- Describe ways of making a friendship last; explain why friendships sometimes end.
- Reflect on their own friendship qualities; recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help;
- Define what is meant by a dare; explain why someone might give a dare; suggest ways of standing up to someone who gives a dare.
- Identify characteristics of passive, aggressive and assertive behaviours; understand and rehearse assertiveness skills.
- Recognise and empathise with patterns of behaviour in peer-group dynamics; recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Demonstrate strategies to deal with both face-to-face and online bullying; demonstrate strategies and skills for supporting others who are bullied;
- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; describe positive attributes of their peers.
- Describe the consequences of reacting to others in a positive or negative way; suggest ways that people can respond more positively to others.

## **Keeping Safe**

### Risk taking and Online safety

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way;
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand and reflect on how independence and responsibility go together.
- Recognise which situations are risky; explore and share their views about decision making when faced with a risky situation;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
- Identify people who are responsible for helping them stay healthy and safe; identify ways that they can help these people.
- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Recognise disrespectful behaviour online and know how to respond to it.

### Year 6 only (in addition to above)

- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;

### Basic First Aid

- Basic first aid, including Sepsis Awareness.

## **Valuing difference**

- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied .
- Develop an understanding of discrimination and its injustice, and describe this using examples;
- Empathise with people who have been, and currently are, subjected to injustice, including through racism;
- Consider how discriminatory behaviour can be challenged.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Rehearse active listening skills:
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Year 6 (in addition to above)

- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;
- Understand that everyone has the right to be free to choose who and whether to marry.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal (FGM)