

Relationships and Sex Education	
Being Safe	Identity
<p>Body Privacy What do we mean by private and privacy? Learning: That I have rights over my bodies</p> <p>Early warning signs, saying yes or no, secrets What are secrets? Why is it important to tell an adult when there might be a secret that feels unsafe or worrying? Learning: To describe how secrets make me feel Learning: To explain what it means to keep something secret or confidential Learning: To give reasons for when we should/shouldn't agree to keep secrets</p>	<p>Gender Expectations Are there expectations about how boys and girls behave and who decides these? What does it mean to be me? Learning: To understand that boys and girls can do some tasks and enjoy the same things, but that stories and television sometimes says that boys do this, and girls do that Learning: To consider personal attitudes to gender roles and stereotyping</p>

Digital and Media Literacy			
Self-image, Mental Health and Wellbeing,	Staying Safe Online	Online Reputation	Online Relationships and cyberbullying
<p>Identities online and influence What do you like about who you are? What makes up my identity? (ethnicity/age/street/town/culture/faith/family etc.). Learning: To understand how my online identity can be different to my 'real life' identity Learning: To consider what is unique about me that is part of who I am and how this may be affected by what I put online Learning: To recognise how I am different and similar to others</p>	<p>Online security/ sharing information How do you create a strong password? What makes a password strong? Learning: what makes a strong password</p>	<p>Online profiles and age appropriateness How do I find out what is appropriate for my age? Why is it important to protect what others can see when they look at your profile? What harmful things can they do? Learning: To what the recommended age limits are for different social media sites, apps and games" describe how others can find out information about me by looking online Learning: To describe some simple ways that help build a positive online reputation</p>	<p>Cyberbullying and negative behaviours What is cyberbullying? What can you do if you are a victim of cyberbullying? Learning: To define what cyberbullying is Learning: To understand why you need to think carefully about how the content you post might affect others Learning: To identify some online technologies where cyberbullying might take place</p> <p>Knowing people online How do you make sure you have positive relationships online? Learning: To explain why I should be careful who I trust online and what information I can trust</p>

Physical Health and Wellbeing		
Eating Well, and Being Active	Hygiene and Protection	Keeping Safe and Emergencies
<p>Habits and choices What is meant by a habit and what might one look and feel like? Learning: To identify what a habit is</p> <p>Healthier lifestyle choices What does it mean to live a 'balanced' lifestyle? Learning: To recognise what is meant by a 'balanced lifestyle' Learning: To describe what it means to make an informed choice</p> <p>Influence on exercise and consequences of choice What choices can someone make to help look after their body and mind? Learning: To explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional Learning: To identify what is meant by health: physical, mental and emotional health"</p>	<p>Cleanliness, germs and immunisation Where or when is it especially important to keep good hygiene standards? How do we do this? Learning: To describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</p>	<p>Safety Rules and laws How do we keep safe? What do we have to keep safe from? Learning: To identify ways to keep themselves safe in different situations Learning: To understand I have some personal responsibility for keeping safe and how this may change and develop as I get older</p>

Emotional Health and Wellbeing			
Emotional Resilience	Sense of Self	Wellbeing	Transition
<p>Feelings and emotions</p> <p>What are emotions and how do they affect us? Can we feel different emotions all at once? Learning: To effectively identify, describe and verbally share a wider range of feelings Learning: To describe how different feelings are experienced in my bodies</p> <p>Changes (inc puberty)</p> <p>How can people keep and share special memories? What is involved in growing up and what does it mean? Learning: To identify the importance of treasuring and sharing memories Learning: To identify what I can do to help me manage change Learning: To manage my feelings to help me feel better</p>	<p>Self esteem</p> <p>What is self-esteem and how is it developed? How can a person raise their self-esteem? Learning: What is meant by the term self-esteem Learning: That self-esteem has an impact on the way we see ourselves Learning: How to seek help, advice and guidance</p> <p>Image and representation</p> <p>In what way do photographs and adverts reflect real life? What types of images in the media are changed or altered? And why is this so? Learning: To identify how an image can influence someone's view about a place or product Learning: That images used in the media and online may not necessarily reflect reality Learning: To recognise that images in the media can be changed, altered or adapted</p> <p>Achievement and goals</p> <p>How does it feel to try something new or difficult? Learning: To reflect on their achievements and describe what they are proud of</p>	<p>Health and wellbeing</p> <p>What do we mean by health and wellbeing? Why is this important? What do people do to help keep themselves and others emotionally healthy? Who makes decisions about our health and wellbeing and what part do we play? (Self, others, school, families etc Learning: To consider sources of information regarding health and wellbeing Learning: hat is meant by health: physical, mental and emotional health Learning: To identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc</p>	<p>Changes</p> <p>What is change and how do I feel about it? How can change make us stronger or more able to cope? Learning: To name some emotions I or others might feel at particular times of change Learning: That change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p>

Relationships and Sex Education Changing feelings				
Being Safe	Online Relationships	Feelings and Attitudes	Identity	Family, Friendship and Relationship
<p>Early warning signs, saying yes or no, secrets Why is it important to tell an adult when there might be a secret that feels unsafe or worrying? Develop strategies to break confidence or not keep secrets that feel uncomfortable Who can I talk to if I feel worried or if something feels wrong? Learning: To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</p> <p>Body Privacy Who can I talk to if I feel worried or if something feels wrong? Who chooses what I do with my body? Learning: To identify adults they can trust and ask for help</p> <p>Early warning signs, saying yes or no, secrets What are secrets? Why is it important to tell an adult when there might be a secret that feels unsafe or worrying? Learning: To explain why secrets that make us feel uncomfortable may not be kept Learning: To develop strategies to break confidence or not keep secrets that feel uncomfortable Learning: To know when to keep a secret and when to tell</p>	<p>Personal boundaries and the right to privacy What do we need or want to keep private? Learning: To how can we explain that we want something to remain private? When might we need to break this? Learning: To recognise and identify how we can keep privacy in real and virtual situations.</p>	<p>Changing feelings What kind of feelings come with puberty? Learning: To describe how different feelings are experienced in their bodies Learning: To ask for help when feelings are new and overwhelming Learning: To develop strategies to identify feelings and how they impact on behaviours</p> <p>Dealing with strong feelings How can I cope with different feelings and mood swings? Learning: To identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better Learning: To recognise how a person might feel about these changes and describe strategies for managing those feelings</p>	<p>Body changes and puberty What are the physical and emotional changes in puberty? Learning: To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years</p>	<p>Types of relationship (love and commitment) What differences are there in different relationships? Learning: To identify the types of relationship they have with those who are important to them (E.g., family, friends, neighbours etc)</p> <p>Challenging the impact of feelings on self What should I do if my family and friends don't see things the way I do? Learning: To show empathy towards others</p>

Digital and Media Literacy			
Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing,	Staying Safe Online	Online Relationships and cyberbullying
<p>Online vs real world What do I do if I am upset or worried about something I have seen or has been said to me online? Learning: To what to do if someone wants information from me Learning: To who I can talk to if I'm upset or worried</p>	<p>Managing time online What are the guidelines regarding screen time? Why is this necessary? What could make someone want to spend a lot of time online? What might be the negative impact of spending too much time online? Learning: To give examples of activities where it is easy to spend a lot of time online (ie gaming, streaming, social media, chat rooms) Learning: To explain how using technology might distract me from other things I might want to do or should be doing Learning: To explain why too much time online or using technology can have a negative impact on me Learning: The importance of managing time online and identify the potential harms of overuse</p>	<p>Online security/sharing information What are the risks of sharing your passwords? What are the risks of using the same password for more than one of your online accounts? Why should you not share your passwords? Learning: How to manage my online security and privacy Learning: To manage privacy settings and safety features Learning: To understand the risks associated with sharing passwords</p>	<p>Cyberbullying and negative behaviours What is cyberbullying? What roles do people play in cyberbullying? What are the impacts of this? Learning: To describe how to capture bullying content as evidence (E.g., screen-grab, URL, profile) Learning: To identify the impacts of cyberbullying and know where to get help, including helpline services such as Childline</p> <p>Knowing people online How do you make sure you have positive relationships online? What could be an inappropriate relationship online? Learning: To explain what it means to 'know someone' online and why this might be different from knowing someone in real life Learning: How to spot potentially negative relationships online</p>

Physical Health and Wellbeing		
Eating Well, and Being Active	Keeping Safe and Emergencies	Keeping Safe and Risks
<p>Habits and choices</p> <p>When do behaviours and choices become habits and affect our health? Learning: To identify habits that help us and habits that do not and some examples of healthy habits Learning: To recognise unhelpful habits can be changed or stopped</p> <p>Healthier lifestyle choices</p> <p>What does it mean to live a 'balanced' lifestyle? Learning: To recognise what makes a balanced diet Learning: To identify what food should be eaten regularly to maintain good health</p> <p>Influence on exercise and consequences of choice</p> <p>What external influences exist and affect the choices we make? (friends, adults, advertising, labelling?) Learning: To identify what can influence people's choices about their health Learning: How role models and media images impact on the choices we make</p>	<p>Risk, hazard and emergency</p> <p>What is meant by the terms danger or a hazard? How do we access help effectively in an emergency? (Adult, professionals, emergency services)" Learning: How to responsibly and effectively engage with using 999 as a source of help.</p> <p>Responsibility to be safe</p> <p>What do we have to keep safe from? Who is responsible for keeping us safe and healthy – at school, at home and outdoors? Learning: The meanings of danger, hazard and emergency and apply this to a range of situations." Learning: To identify the rules people follow in school, home and communities to help to keep themselves (or others) safe Learning: To give examples of how they are helped to stay healthy and stay safe in a variety of places and situations Learning: To identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world</p>	<p>Responsibility to be safe</p> <p>Who/what can help us when we feel under pressure to do something risky? Learning: To recognise how the need for peer approval can put pressure on us to do what others say or do and how this can make us feel</p>

Emotional Health and Wellbeing				
Emotional Resilience	Sense of Self	Wellbeing	Relationships	Transition
<p>Feelings and emotions</p> <p>How many ways can we describe different feelings and how do we manage these?</p> <p>Describe how feelings can affect thoughts and behaviour</p> <p>How can a person raise their self-esteem?</p> <p>Learning: To be proud of who we are and understand that difference does not mean better or worse</p> <p>Learning: What is involved in growing up and what does it mean?</p> <p>Learning: To explain how to manage some of the emotional changes associated with puberty</p> <p>Emotional Health & Wellbeing</p> <p>How can we describe emotions and how they change?</p> <p>How do we work out how others feel if they don't tell us?</p> <p>How does it feel when someone listens to how we are feeling and how can we help others in this way?</p> <p>Learning: To consider effective ways to help others and the impact that this might have</p> <p>Learning: To identify how people's bodies and faces can show their feelings</p> <p>Changes (inc puberty)</p> <p>How can people feel about their changing bodies during puberty?</p> <p>How can people manage these changes?</p> <p>How does it feel to break up with friends?</p> <p>What sorts of things might help someone with their feelings during times like these?</p> <p>Learning: Where can people get help, advice or support? Describe some of the physical changes of puberty and how these affect our emotions</p> <p>Learning: How to manage some of the emotional changes associated with puberty</p> <p>Learning: About the kinds of change that happen in life and the feelings associated with this</p>	<p>Achievement and goals</p> <p>Can you identify what is going well and what you are grateful for?</p> <p>How does it feel to overcome a problem or achieve something?</p> <p>Reflect on their achievements and describe what they are proud of</p> <p>How do I learn best?</p> <p>What are my strengths?</p> <p>Learning: To identify some of the good things about self that my classmates like and value</p> <p>Learning: To identify personal strengths</p> <p>Learning: To know when and how people, including myself learn best.</p> <p>Image and representation</p> <p>What can contribute to low self-esteem and what is the impact of negativity on it?</p> <p>What healthy coping strategies can someone use if they are struggling with low Self-esteem</p> <p>Learning: To consider a range of strategies to cope when self-esteem is affected by others</p> <p>Learning: How we can develop a positive sense of self esteem?</p> <p>Learning: To be proud of who they are and understand that difference does not mean better or worse</p> <p>Learning: To seek help, advice and guidance</p>	<p>Health and wellbeing</p> <p>What do we mean by health and wellbeing why is this important?</p> <p>Learning: To identify different ways to help maintain good mental health</p>	<p>Community and belonging</p> <p>What are the benefits of belonging to a group or community?</p> <p>How do we all benefit from living in a diverse community?</p> <p>What are the benefits of belonging to a group or community?</p> <p>How do we all benefit from living in a diverse community?</p> <p>What makes a good friend?</p> <p>What behaviours are not acceptable in 'friendships'?</p> <p>Learning: To describe what changes when 'joking' or 'playful teasing' becomes hurtful to another</p>	<p>Saying Goodbye and Moving On</p> <p>What impact can change have? (Relationships, environment)</p> <p>Learning: That change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>Learning: That people may feel about and respond to change differently</p>

Relationships and Sex Education				
Being Safe	Online Relationships	Feelings and Attitudes	Identity	Family, Friendship and Relationship
<p>Body Privacy Who can I talk to if I feel worried or if something feels wrong? Who chooses what I do with my body? Learning: To have confidence in own self worth Learning: To respect my own and others' bodies Early warning signs, saying yes or no, secrets How does my body tell me if I feel safe and unsafe? Learning: To understand 'gut instinct' Learning: To understand 'fight or flight' and the effect this can have on our bodies Learning: To recognise the physical signs our bodies give us when we feel unsafe or scared</p>	<p>Pressure to share and dares What can someone do when they feel under pressure to do something? Learning: To develop strategies to say no when feeling unsure about doing or sharing something</p>	<p>Challenging the impact of feelings on self How can I say no to someone without hurting their feelings? What should I do if my family and friends don't see things the way I do? Learning: To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others</p>	<p>Media influenced: Masculinity and femininity How does the media influence individual opinions and beliefs? Learning: To identify the ways prejudice can affect our sense of inclusion and our self-esteem Learning: To explain why we should be careful when we hear people 'say us, them, those types of people' or label groups usually using a term that is demeaning or abusive Gender Expectations Are there expectations about how boys and girls behave and who decides these? What does it mean to be me? Learning: To consider personal attitudes to gender roles and stereotyping Learning: To know that stereotypes can be racist, sexist etc... Learning: How gender is stereotyped</p>	<p>Types of relationships (love and commitment) What differences are there in different relationships? Learning: To develop understanding of different types of relationship including marriage Relationships and conception How does the sperm and egg meet during sexual intercourse? What are the correct names for the reproductive organs? What roles and responsibilities to parents have? Why or when might a couple decide to have a baby? Learning: To explain in simple terms what is meant by 'consenting'/'consent' Learning: To identify the links between love, committed relationships/marriage and conception Learning: To identify what sexual intercourse (human reproduction) is and explain that this may be one part of an intimate relationship between consenting adults Learning: To identify parts of the reproductive system in males and females and describe their functions Changes in relationships (when relationships go wrong) How do friendships change and what part do I play in that? What strategies can we use to solve problems in our relationships? Learning: To identify what makes a friendship good and how they know Learning: To identify peaceful ways to solve problems that might arise in friendships</p>

Digital and Media Literacy			
Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing,	Staying Safe Online	Online Relationships and cyberbullying
<p>Validity of information What steps can I take to check that information is correct online Learning: Ways to find out what is fact before acting upon it – making safe choices Online vs real world Who could I go to for support if someone wanted information from me or wanted to meet me? Learning: How to seek and access help Learning: That what others online tell me may be untrue and can begin to spot the signs of this</p>	<p>Identities online and influence Why is identity important? What can change our views of things, for instance, our sense of what is good and bad? What makes up my identity? (ethnicity/age/street/town/culture/faith/family etc.). Why is identity important? Can identity be fluid? What can make identity change?" Learning: To explain how what we post online or see can impact negatively on how people feel about ourselves and others Learning: To challenge gender representation online and consider how these impacts on our offline identity</p>	<p>Legal use of information What are the rules around using other people's work or ideas online? Learning: When is it ok to use/edit other people's work online? Learning: To identify online content and ideas ownership Learning: The rules around using someone else's work or ideas</p>	<p>Knowing people online What checks can you do to ensure you know the person you are talking to online? What could be an inappropriate relationship online? Learning: To understand the ways in which you can check that someone is who they say they are Cyberbullying and negative behaviours What is cyberbullying? What actions and behaviours can be undertaken to prevent cyberbullying incidents from taking place? Learning: To identify the different roles people can play in cyberbullying Learning: How to use reporting tools and features such as blocking other users</p>

Physical Health and Wellbeing		
Eating Well, and Being Active	Keeping Safe and Emergencies	Keeping Safe and Risks
<p>Habits and choices Do we see habits as good, bad, changeable, stoppable? Why? Learning: To develop strategies to manage habits and the influences of others on them Learning: To why habits can be hard to change</p> <p>Healthier lifestyle choices How do we know if the choices we are making are healthy? What are the risks and impact of an unhealthy and inactive lifestyle? Learning: To recognise when they have opportunities to make choices about food and drink</p> <p>Influence on exercise and consequences of choice How does the media impact on choices of lifestyle and health? How do we assess and validate health information to be able to make an informed choice? Learning: To make informed choices Learning: To describe the influence of media advertising / celebrity culture on health and lifestyle choices Learning: The way food labelling and advertising works</p>	<p>Responsibility to be safe What do we have to keep safe from? What are the rules and risks different in different situations? Learning: To identify a range of potential dangers and risks that might be encountered in everyday life, including online Learning: To identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world Learning: To give examples of how they are helped to stay healthy and stay safe in a variety of places and situations Learning: To identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world</p> <p>Risk, hazard and emergency How do we access help effectively in an emergency? (Adult, professionals, emergency services)" What is meant by the terms danger or a hazard? Learning: To demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc Learning: The meanings of danger, hazard and emergency and apply this to a range of situations Learning: Ways of proactively and responsibly seeking help in different situations (gaining attentions, calling for help etc)</p>	<p>Making decisions, taking risks and influences How and why do some people persuade others to do something they feel uncertain about? What can someone do they feel under pressure to do something they feel uncertain about? Learning: To consider why people give different types of dare and the possible impact of this. Learning: To identify how peers' behaviour and other sources can influence their own behaviour Learning: To identify potential risk in different familiar situations</p>

Emotional Health and Wellbeing				
Emotional Resilience	Sense of Self	Wellbeing	Relationships	Transition
<p>Feelings and emotions How does it feel when someone listens to how we are feeling and how can we help others in this way? Learning: To identify ways to share our feelings</p> <p>Changes (inc puberty) How does it feel to be separated from people we love because they may go away or die? What sorts of feelings can change or loss bring? Learning: About process of grieving, how it can feel and how grief is expressed Learning: To identify when someone might need help with their feelings and who to talk to</p>	<p>Self Esteem How do images make us feel and does reality in them matter? How does the way we view images affect the way we feel, and behave? Learning: That images in the media can distort reality and understand that this can affect how people feel about themselves Learning: To develop an understanding of how this can be challenged Learning: To identify how this might influence their viewpoint or actions</p> <p>Image and representation What is the relationship between self-image, confidence and self-esteem? How can others be a positive influence on self-esteem? Learning: To ways to take care of own self-esteem and that of others Learning: Ways to show that we value qualities in ourselves and others Learning: To understand that self-image affects self-confidence Learning: To how to seek help, advice and guidance</p> <p>Achievement and Goals What are our long-term goals? What do we need to do to achieve them? Learning: To reflect on their achievements and describe what they are</p>	<p>Health and wellbeing What do we mean by health and wellbeing why is this important? Learning: To discuss health and wellbeing issues that affect themselves and others (e.g. emotion, pressure, sleep, being active, etc.) Learning: To develop an understanding of what can affect health and wellbeing</p> <p>Emotional Health & Wellbeing What can we do to help ourselves when we experience strong emotions? Learning: To develop strategies for managing our own feelings Learning: To identify ways to share our feelings</p>	<p>Friendships and bullying How can people show they are still friends even though they have different views on something? What strategies can we use to solve problems in our relationships? Win-win? Giving in? Learning: To identify what can help and not help when trying to solve arguments Learning: To identify and demonstrate behaviours and actions that show respect for self and others</p>	<p>Changes How can change make us stronger or more able to cope? Be able to learn from previous experiences of change How do I deal with these feelings? How have I dealt with change before? What will be good about moving on? Learning: To learn from previous experiences of change</p>

Relationships and Sex Education	
Being Safe	Family, Friendship and Relationship
<p>Body Privacy</p> <p>Who can I talk to if I feel worried or if something feels wrong?</p> <p>Who chooses what I do with my body?</p> <p>Learning: To understand the implications of sharing sexual images/videos</p> <p>Learning: To understand that loving someone doesn't mean you always have to say yes</p> <p>Learning: To identify people they can go to if they are feeling uncomfortable or hurt</p> <p>Learning: To understand what it means to be assertive</p> <p>Body Safety & FGM (Dependent on Cohort)</p> <p>How can people communicate about touch?</p> <p>What types of physical contact is acceptable / unacceptable in different situations</p> <p>Learning: To explain the importance of speaking out about FGM</p> <p>Learning: To identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')</p> <p>Learning: To explain that everyone has a right to look after and protect their own body</p> <p>Learning: To recognise risk and make decisions about personal safety</p> <p>Physical Contact & Appropriate Touch</p> <p>How does our body/mind warn us when someone gets too close?</p> <p>What is the age of consent?</p> <p>What should we do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?</p> <p>Learning: To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable</p> <p>Learning: To explain in simple terms the concept of consent in relation to physical contact</p> <p>Learning: To know the difference between appropriate and inappropriate touch</p>	<p>Changes in relationships (when relationships go wrong)</p> <p>What does it mean to get married or have a civil partnership and why might people do this?</p> <p>What skills does each person in the relationship need?</p> <p>Learning: To recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)</p> <p>Learning: To appreciate different ways of loving and the importance of love in relationships</p> <p>Learning: To consider why relationships change even when we might not want them to</p>

Digital and Media Literacy				
Online Content and Critical Thinking	Self-image, Mental Health and Wellbeing,	Staying Safe Online	Online Reputation	Online Relationships and cyberbullying
<p>Online vs real world</p> <p>Why might someone want to manipulate me online?</p> <p>Learning: To know how to seek and access help</p> <p>Learning: What to do if someone wants to meet me</p> <p>Learning: That some people may give me information to manipulate my actions and thinking online</p> <p>Learning: To demonstrate actions that can be taken to keep myself safe from others presenting a false picture of themselves.</p>	<p>Identities online and influence</p> <p>How do people influence others?</p> <p>How do we make sure we don't take on someone else's bias?</p> <p>How do biases form?</p> <p>Learning: That there are a range of reasons why people may pretend to be someone else online and how they might go about this</p> <p>Learning: To consider how the media can shape ideas about gender</p> <p>Learning: To challenge gender representation online and consider how this impacts on our offline identity</p>	<p>Online security/ sharing information</p> <p>How do you keep information safe online?</p> <p>Learning: To use online tools such as flagging, reporting and blocking to mitigate the risk"</p> <p>Learning: How apps work and use information that we enter into them e.g. contact, images, voice notes etc)"</p>	<p>Online profiles and age appropriateness</p> <p>Why is it important to protect what others can see when they look at your profile?</p> <p>What harmful things can they do?</p> <p>Learning: To have a good awareness of my own online profile – who can see what and how this can be manipulated</p> <p>Learning: That I need to be careful before I share anything about myself or others online</p> <p>Learning: To explain ways that some of the information about me online could have been created, copied or shared by others</p>	<p>Knowing people online</p> <p>How do you make sure you have positive relationships online?</p> <p>Learning: To explain some risks of communicating online with others I don't know well</p> <p>Learning: To ways to use your online community for positive means</p> <p>Learning: To describe strategies for safe and fun experiences in a range of online social environments</p> <p>Cyberbullying and negative behaviours</p> <p>What should you do if you witness cyberbullying? What laws apply to cyberbullying?</p> <p>Learning: To identify and demonstrate actions to support others who are experiencing difficulties online</p> <p>Learning: About the laws of cyberbullying</p> <p>Learning: To report online bullying on the apps and platforms you use</p>

Physical Health and Wellbeing				
Drugs, Alcohol and Tobacco	Eating Well, and Being Active	Hygiene & Protecting Your Health	Keeping Safe and Emergencies	Keeping Safe and Risks
<p>Drugs and usage How do people use drugs? "What are some of the a) benefits and b) harm/risks from using drugs? (eg a) – life saving, life enhancing, preventing illness, curing illness b) bad – accidents, overdosing, death, personal damage, health and social consequence)." Learning: That medicines are drugs but not all drugs are medicines Learning: That some substances/drugs are illegal Learning: To know when and how to get help in a variety of situations, including when someone is at risk through doing something illegal." know that drugs change the way the body and mind works</p> <p>Everyday substances inc caffeine What is caffeine? How does caffeine affect me? Learning: To make judgements about what they put into their body Learning: To recognise that actions have consequences for themselves and others Learning: That some everyday substances contain drugs</p> <p>Pressure influence Who may influence you to take harmful or illegal substances? Learning: To consider that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours Learning: To use strategies to maintain personal safety Learning: To use some strategies to resist unwanted pressure</p> <p>Tobacco and smoking What are some of the consequences of choosing to smoke? What are the effects of smoking tobacco? What are the effects of tar on the body? Learning: About the effects of tobacco and smoking and how these relate to personal health Learning: To know the risks associated with smoking</p>	<p>Habits and choices What external influences may affect the habits that develop or change? Learning: To consider the range of influences that may affect habits Learning: To explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy</p> <p>Healthier lifestyle choices What factors contribute to making us physically healthy? (food, activity, inactivity)" What are the risks and impact of an unhealthy and inactive lifestyle? Learning: To describe choices that have positive consequences on health and those which may have more negative effect Learning: To describe how people can make informed decisions about what to eat or drink and when</p> <p>Influence on exercise and consequences of choice When can it be more difficult to make a healthy choice? Who/what tries to persuade or influence our choices about food? Learning: To consider the impact of influences from peers about the choices we make in food Learning: How people might approach making an informed decision in relation to health and wellbeing</p>	<p>Sleep and health How do we develop healthy sleep habits? What can someone do to promote good sleep? Learning: About the importance of sleep for wellbeing and brain function, particularly during adolescence;" Learning: To explore a range of strategies for ensuring appropriate sleep patterns and practices</p>	<p>Responsibility to be safe What do we have to keep safe from? What does being responsible for ourselves mean? Learning: About personal responsibility for keeping safe and how this changes and develops with age Learning: To identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world</p> <p>Risk, hazard and emergency What skills and behaviours are effective in emergencies in order to keep safe? How might an emergency affect behaviour and what role can we play in this? What choices can and should we make to reduce risks? (Including accidents) Learning: To explore what is meant by an emergency and consider how people may react in one. Learning: To take responsible steps to get help when needed. Learning: How to responsibly and effectively engage with using 999 as a source of help.</p>	<p>Pressure and uncertain feelings How can we recognise a threat? Learning: What a 'dare' is and consider how they may make us feel Learning: To give examples of how the media influences opinions and attitudes</p>

Emotional Health and Wellbeing				
Emotional Resilience	Sense of Self	Wellbeing	Relationships	Transition
<p>Feelings and emotions</p> <p>How does it feel to feel overwhelmed with feelings and when might this happen? Learning: To ask for help and support with managing strong emotions</p> <p>Learning: To use a wider vocabulary for expressing a range and the intensity of feelings and emotions Learning: To identify a range of appropriate ways to express overwhelming emotions and why this is important Learning: To identify when feelings might be overwhelming and describe how this can feel Learning: To identify where they and others can ask</p> <p>Changes (inc puberty)</p> <p>Where do we find help in person? Online? On the phone? Via text? Other? Trusted adult? Why is it important to take notice of and express our feelings about loss and change? Learning: To describe times that involve change and transition Learning: To describe ways that people can explore and express feelings at times of change Learning: To identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school) Learning: To identify where to ask for advice or support at times of change Learning: To recognise that change might bring a variety of feelings</p>	<p>Image and representation</p> <p>What should someone do if they know a friend needs help but they have asked them not to tell anyone about their situation What could someone do to support a friend who is at risk of using unhealthy coping strategies? Learning: That their self-image may be different from the way others see them Learning: To recognise ways in which their own choices and behaviour affect others Learning: To recognise worth in others, and say why someone is special to them Learning: How to seek help, advice and guidance</p> <p>Achievement and Goals</p> <p>What makes us feel good about ourselves? How do other people affect this? What have we achieved that we are most proud of? What are our strengths? Learning: To reflect on my achievements and describe what I am proud of</p>	<p>Sleep and our emotional health</p> <p>Is sleep important to my emotional wellbeing? Why? What strategies can I adopt to improve my sleep? Learning: About reliable sources of help and support including local health services Learning: About feelings associated with sleep and night-time that can help or be barriers</p> <p>Health and wellbeing</p> <p>What do we mean by health and wellbeing why is this important? How is our health and wellbeing influenced? Learning: To describe choices that have positive consequences on health and those which may have more negative effect Learning: To understand what external influences affect my health and wellbeing.</p>	<p>Pressure and uncertain feelings</p> <p>What strategies can we use to feel safe in a pressured, risky or threatening situation? Where does pressure come from and how might people try to persuade others to do things? Who might people try to persuade others to do something they feel uncertain about? Learning: To develop strategies to use when feeling pressured to do something that makes them feel uncomfortable or that they believe to be wrong Learning: To recognise the impact I can have on the feelings of others and the shared responsibility if someone is put under pressure to do that doesn't feel right to them Learning: To understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous or that something feels wrong)</p>	<p>How can I make the most of the opportunity/ change? Learning: To identify and describe how people might feel and behave when they go to a new school</p> <p>Changes</p> <p>What will stay the same and change in my life? What's been good about my school? Learning: To why behaviours are affected when we feel uncomfortable</p> <p>Understanding Change</p> <p>What might my new school be like? What will be good about moving on? Learning: To learn from previous experiences of change Learning: That people may feel about and respond to change differently What has been good about primary school/what will be good about moving school? What strategies can I use to help me with new beginnings? What will stay the same in my life and what will change when I move to a new school? Learning: To reflect positively on leaving a school and consider how this may help with feelings of change and loss. Learning: That it's natural to be wary of change and can tell you why Learning: That many children have mixed feelings about going to secondary school</p>