

St Francis of Assisi Curriculum Provision Map - PSHE

EYFS

Continuous Provision

Ways in which people are different and the same, circle time weekly, P4C,

All About Me	Everyday Superheroes	Once Upon A Time	Growing	Our Wonderful World	Journeys
<p>Sharing All About Me books, talking about our families, pets and likes/dislikes</p> <p>Getting to know our classroom and our school</p> <p>Golden Rules - We listen, We are kind, We are helpful</p>	<p>Visit from Dentist Visit/Dental Hygiene and health eating choices.</p> <p>RSE: Ten:Ten</p> <p>EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love 5 x 15-minute sessions over 5 days</p> <p>EYFS, Module 1, Unit 2</p> <p>Session 1: I Am Me</p> <p>Session 2: Heads, Shoulders, Knees and Toes</p> <p>Session 3: Ready Teddy?</p>	<p>Using traditional tales to think about rules, community and kind and unkind behaviour.</p> <p>RSE: Ten:Ten</p> <p>EYFS, Module 1, Unit 3</p> <p>Session 1: I Like, You Like, We All Like!</p> <p>Session 2: Good Feelings, Bad Feelings</p> <p>Session 3: Let's Get Real</p> <p>EYFS, Module 1, Unit 4 Session 1: Growing Up</p>	<p>Healthy eating/growing vegetables</p> <p>RSE: Ten:Ten</p> <p>EYFS, Module 2, Unit 1 Session 1: Role Model 2</p> <p>EYFS, Module 2, Unit 2 Session 1: Who's Who?</p> <p>Session 2: You've Got a Friend in Me</p> <p>Session 3: Forever Friends</p>	<p>Caring for our world: Recycling, using energy carefully and reducing waste</p> <p>RSE: Ten:Ten</p> <p>EYFS, Module 2, Unit 3 Session 1: Safe Inside and Out</p> <p>Session 2: My Body, My Rules</p> <p>Session 3: Feeling Poorly</p> <p>Session 4: People Who Help Us</p>	<p>Looking after the ocean</p> <p>Water play and water safety</p> <p>RSE: Ten:Ten</p> <p>EYFS, Module 3, Unit 1</p> <p>Session 1: God is Love</p> <p>Session 2: Loving God, Loving Others</p> <p>EYFS, Module 3, Unit 2 Session 1: Me, You, Us</p>

Wheels on the Bus - Norwich/London

- H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- R14.** that sometimes people may behave differently online, including by pretending to be someone they are not
- R15.** how to respond safely to adults they don't know
- R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment
- L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8.** about the role of the internet in everyday life
- L9.** that not all information seen online is true

Stone Age

Victorians

- H26.** about growing and changing from young to old and how people's needs change
- R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe

Pretty Plants

Amazing Animals

- H27.** about move to a new class/year group
- H10.** about the people who help us to stay physically healthy
- H26.** about growing and changing from young to old and how people's needs change
- H28.** about rules and age restrictions that keep us safe
- H31.** that household products (including medicines) can be harmful if not used
- Correctly
- H37.** about things that people can put into their body or on their skin; how these can affect how people feel
- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

				<p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p>
	<p>Year 2</p>	<p>Marvellous Minibeasts</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Celts and Romans</p> <p>H26. about growing and changing from young to old and how people's needs</p> <p>Change</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p>	<p>Island Life</p> <p>H27. about preparing to move to a new class/year group</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>

			<p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	
<p>M i l e s t o n e 2</p>	<p>Year 3</p>	<p>Viking Invaders</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Comparing Invasions</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two</p>	<p>Latitude 51</p> <p>H27. about preparing to move to a new class/year group</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of</p>

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L6. about the different groups that make up their community; what living in a community means

adults who love and care for each other, which is intended to be lifelong

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

				<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>
	<p>Year 4</p>	<p style="text-align: center;">Volatile Earth</p> <p style="text-align: center;">Explorers</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p style="text-align: center;">Volatile Earth</p> <p style="text-align: center;">Explorers</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p style="text-align: center;">Volatile Earth</p> <p style="text-align: center;">Explorers</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

				<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>
<p>M i e s t o n e 3</p>	<p>Year 5</p>	<p>The Broads</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Rainforests</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p>Plastic Pollution</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>Crime and Punishment</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>

H41. strategies for keeping safe in the local environment or unfamiliar places (rail,water, road) and firework safety; safe use of digital devices when out and about

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing

independence may bring

R1. to recognise that there are different types of relationships (e.g. friendships,

family relationships, romantic relationships, online relationships)

R5. that people who love and care for each other can be in a committed

relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different

ways in which people care for one another

R7. to recognise and respect that there are different types of family structure

(including single parents, same-sex parents, step-parents, blended families, foster

parents); that families of all types can give family members love, security and

stability

R8. to recognise other shared characteristics of healthy family life, including

commitment, care, spending time together; being there for each other in times of

difficulty

					<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
	<p>Year 6</p>	<p>Biomes Under Threat</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television</p>	<p>Democracy - By Design or Choice?</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>Biomes Under Threat</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different</p>	

		<p>programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring</p>		<p>sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment</p> <p>made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
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H36. strategies to manage transitions between classes and key stages

Crucial Crew:

H37. reasons for following and complying with regulations and restrictions

(including age restrictions); how they promote personal safety and wellbeing with

reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the

home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household

L9. about stereotypes; how they can negatively influence behaviours and attitudes

towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate

against others; ways of responding to it if witnessed or experienced

L25. to recognise positive things about themselves and their achievements; set

goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have;

that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations

should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g.

personal interests and values, family connections to certain trades or businesses,

strengths and qualities, ways in which stereotypical assumptions can deter people

from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may

influence a person's job or career choice; that people may choose to do voluntary

		<p>products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>		<p>work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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H44. how to respond and react in an emergency situation; how to identify

situations that may require the emergency services; know how to contact them

and what to say

H46. about the risks and effects of legal drugs common to everyday life (e.g.

cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;

recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that

some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media

		<p>about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R21. about discrimination: what it means and how to challenge it</p>		
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		<p><u>Outside Speaker For Year 5/6 Summer Term (To Be Arranged)</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p>		
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RSE (Relationship and Sex Education)

At St Francis, all Year groups follow the Ten:Ten ‘Life to the Full’ programme for RSE which is recommended by the Diocese and complies with all statutory

Continuous Provision KS1

Themes taught through circle/class time as well as values and class assemblies.

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people's bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H21.** to recognise what makes them special
- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- R6.** about how people make friends and what makes a good friendship
- R7.** about how to recognise when they or someone else feels lonely and what to do
- R8.** simple strategies to resolve arguments between friends positively
- R9.** how to ask for help if a friendship is making them feel unhappy
- R21.** about what is kind and unkind behaviour, and how this can affect others
- R22.** about how to treat themselves and others with respect; how to be polite and courteous
- R23.** to recognise the ways in which they are the same and different to others
- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them
- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment

Continuous Provision KS2

Themes taught through circle/class time as well as values and class assemblies.

- R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13.** the importance of seeking support if feeling lonely or excluded
- R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R21.** about discrimination: what it means and how to challenge it
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L6.** about the different groups that make up their community; what living in a community means
- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

ICT Provision Coverage

Key Stage 1

- H28.** about rules and age restrictions that keep us safe
- H29.** to recognise risk in simple everyday situations and what action to take to minimise harm
- H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R14.** that sometimes people may behave differently online, including by pretending to be someone they are not
- R15.** how to respond safely to adults they don't know
- R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8.** about the role of the internet in everyday life
- L9.** that not all information seen online is true

Key Stage 2

- H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- L11.** recognise ways in which the internet and social media can be used both positively and negatively
- L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13.** about some of the different ways information and data is shared and used online, including for commercial purposes

	<p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
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Anti-Bullying Week

- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21.** about discrimination: what it means and how to challenge it
- R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11.** about how people may feel if they experience hurtful behaviour or bullying
- R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Mental Health Week

- H14.** how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

