



# RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

March 2021

Review: March 2024

Signed:

Chair of Governors

## RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

### Policy context and rationale

This relationships, sex and health education policy covers the Little Melton Primary School approach to teaching relationships, sex and health education (RSHE). We have used the DfE guidance about Primary School sex education to shape our approach ie

*“The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (DfE, 2019)*

This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. We have also taken into account the statutory content delivered at secondary education, and which our children will be taught from Year 7 onwards.

The policy is based on Norfolk County Council model policy guidance, but is also discussed and amended by a sub-committee of our parent governors- led by an appointed Governor lead with extensive experience in primary teaching- and then shared with parents through an annual information evening held in the half-term prior to teaching the core aspects of relationship and sex education. Intended curriculum teaching resources (from Norfolk RSHE pack) are available to be shared with parent governors and parents at the information evening or on request.

Full and detailed curriculum information is also provided on the curriculum page of the school website. <http://www.littlemeltonprimaryschool.co.uk/school-information/curriculum/>

In addition, pupil consultation in advance has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

Consultation methods with children have principally been entry and exit questionnaires for older children, and verbal feedback for Key Stage 1 and Early Years children. These are then used to inform delivery of the topics next time. The results of the entry questionnaire in April 2021, helped to inform the content of the teaching for children in Key Stage 2.

### Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting **office@littlemelton.norfolk.sch.uk**

### Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.*

*-Secretary of State Foreword*

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE

lessons. Our school values are 'Love of Learning', 'Make it Your Best', 'Persevere' and 'Skills for Life'- the LMPS code. These dovetail well with our aims in delivering RSHE.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

### Principles of effective RSHE

RSHE provision at Little Melton Primary School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

### Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

## Teaching and learning

The RSHE programme will be overseen by Mr Pritchard, and taught by all class teachers and teaching assistants and supported where needed by external visitors eg school nurses and outside agencies.

All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Little Melton. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

## Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the DfE June 19 guidance and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

## Timetabling

Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

The content will be taught flexibly in one of, or a combination of, the following ways:

- (i) A half-termly timetabled full afternoon session. This may be a whole school event, but taught in classes.
- (ii) A series of timetabled weekly lessons for a class, where the teacher feels it is more appropriate to build the content gradually with time for reflection.

- (iii) The content may be covered within other subject areas-typically PE or Science.

Howsoever it is taught in each class each time, it will be clearly detailed on the half-termly curriculum maps which are displayed on the website and any specific or potentially sensitive content shared with parents in advance of the lesson..

E-safety is a special case, which will also be taught regularly throughout the school year, as short reminders and updates as appropriate, when children are using the internet in any lesson. There will also be refresher teaching at the start of each academic year (see appendix).

## Content

The content will be drawn from the curriculum overviews for RSE and Health Education below. Some aspects of e-safety will also be taught through the Computing curriculum.

The topics covered each half- term are shown in the appendix.

Parents will be informed in advance when the half-term RSE unit is to be taught and given opportunities to view the resources that will be used.

**Primary School Statutory Requirements:** (see appendix for our means of delivery)

Relationships Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Sex Education	Reproduction in some plants and animals (National Curriculum for Science, 2014) How a baby is conceived and born (DfE guidance RSE and Health Education, 2019)
Health Education	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body

## Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

## Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

## Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

## Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop for each class or year group, which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

### **Right to Withdraw**

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science.

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Links to other school policies and curriculum**

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

### **Review date**

The governing body monitors the impact of RSHE on an annual basis through the exit questionnaires of the children. The governors give serious consideration to any comments, consultation and evidence of impact.



Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 3 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

The next review date of this policy is currently set for **March 2024**.

## Appendix:

### (i) Overview Planning:

#### Relationships & Health Education: Cycle A

	Reception	Year 1/2	Year 3/4	Year 5/6
Autumn Term 1 <sup>st</sup> half	E-safety	E-safety	E-safety	E-safety
Autumn Term 2 <sup>nd</sup> half	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk
Spring Term 1 <sup>st</sup> half	Mental Health & Wellbeing	Mental Health & Wellbeing	Mental Health & Wellbeing	Mental Health & Wellbeing
Spring Term 2 <sup>nd</sup> half	Drugs and Tobacco Education	Drugs and Tobacco Education	Drugs and Tobacco Education	Drugs and Tobacco Education
Summer Term 1 <sup>st</sup> half	Physical Health & Wellbeing	Physical Health & Wellbeing	Physical Health & Wellbeing	Physical Health & Wellbeing
Summer Term 2 <sup>nd</sup> half	RSE	RSE	RSE	RSE

#### Relationships & Health Education: Cycle B

	Reception	Year 1 / 2	Year 3 / 4	Year 5/6
Autumn Term 1 <sup>st</sup> half	E-safety	E-safety	E-safety	E-safety
Autumn Term 2 <sup>nd</sup> half	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk	Keeping Safe & Managing Risk
Spring Term 1 <sup>st</sup> half	Mental Health & Wellbeing	Mental Health & Wellbeing	Mental Health & Wellbeing	Mental Health & Wellbeing
Spring Term 2 <sup>nd</sup> half	Careers, financial capability & economic wellbeing	Careers, financial capability & economic wellbeing	Careers, financial capability & economic wellbeing	Careers, financial capability & economic wellbeing
Summer Term 1 <sup>st</sup> half	Physical Health & Wellbeing	Physical Health & Wellbeing	Physical Health & Wellbeing	Physical Health & Wellbeing
Summer Term 2 <sup>nd</sup> half	RSE	RSE	RSE	RSE

## (ii) Curriculum Content:

### Relationships & Sex Education

\* Teaching primarily uses the Norfolk Educator Solutions 'RSE Sorted' resource (see below for overview) as the basis of our curriculum offer at EYFS, KS1 and KS2.

We also use the NSPCC Pants teaching programme to complement this resource.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

It fully covers the statutory requirements in statutory DfE guidance (June'19).

#### **Year group R**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

#### **Year group one**

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

## Y<sub>2</sub> Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

## Y<sub>3</sub> Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



## Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



## Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

## Curriculum Content:

### Health Education

Teaching primarily uses selected strands adapted from the Islington 'You, Me and PSHE' scheme of work and resources.

'Heart Start' is also offered to all pupils during their time at Little Melton to address the 'First Aid' requirements of statutory Health Education.

Mental health and wellbeing					
Y1 Feelings	Y2 Friendship	Y3 Strengths and Challenges	Y4 <i>No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)</i>	Y5 Dealing with feelings	Y6 Healthy minds
<b>1. Pupils learn about different types of feelings</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can name different feelings (including good and not-so-good feelings)</li> <li>recognise that people may feel differently about the same situation</li> <li>can identify how different emotions look and feel in the body</li> </ul>	<b>1. Pupils learn about the importance of special people in their lives</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify people who are special to them and explain why</li> <li>understand what makes a good friend</li> <li>can demonstrate how they show someone they care</li> </ul>	<b>1. Pupils learn about celebrating achievements and setting personal goals</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult</li> <li>can plan the steps required to help achieve a goal or challenge</li> <li>are able to celebrate their own and others' skills, strengths and attributes</li> </ul>		<b>1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to name and describe a wide range and intensity of emotions and feelings</li> <li>understand how the same feeling can be expressed differently</li> <li>recognise how emotions can be expressed appropriately in different situations</li> </ul>	<b>1. Pupils learn what mental health is</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>know that there is help, advice and support available about mental health</li> </ul>
<b>2. Pupils learn about managing different feelings</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>recognise that some feelings can be stronger than others</li> <li>can describe some ways of managing different feelings</li> <li>know when to ask for help</li> </ul>	<b>2. Pupils learn about making friends and who can help with friendships</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>understand how people might feel if they are left out or excluded from friendships</li> <li>recognise when someone needs a friend and know some ways to approach making friends</li> <li>know who they can talk to if they are worried about friendships</li> </ul>	<b>2. Pupils learn about dealing with put-downs</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with put-downs</li> <li>recognise what is special about themselves</li> </ul>		<b>2. Pupils learn about times of change and how this can make people feel</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>identify situations when someone may feel conflicting emotions due to change</li> <li>can identify ways of positively coping with times of change</li> <li>recognise that change will affect everyone at some time in their life</li> </ul>	<b>2. Pupils learn about what can affect mental health and some ways of dealing with this</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>recognise what can affect a person's mental health</li> <li>know some ways of dealing with stress and how people can get help and support</li> <li>understand that anyone can be affected by mental ill health</li> </ul>
<b>3. Pupils learn about change or loss and how this can feel</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>can describe how people might feel when there is a change or loss</li> <li>recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	<b>3. Pupils learn about solving problems that might arise with friendships</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify some ways that friendships can go wrong</li> <li>can describe some ways to sort out friendships problems</li> <li>recognise that difficulties within friendships can usually be resolved</li> </ul>	<b>3. Pupils learn about positive ways to deal with set-backs</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>can describe how it feels when there are set-backs</li> <li>know some positive ways to manage set-backs and how to ask for help or support</li> <li>recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>		<b>3. Pupils learn about the feelings associated with loss, grief and bereavement</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>recognise that at times of loss, there is a period of grief that people go through</li> <li>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>know some ways of expressing feelings related to grief</li> </ul>	<b>3. Pupils learn about some everyday ways to look after mental health</b>  <b>Pupils</b> <ul style="list-style-type: none"> <li>know some everyday ways of looking after mental health</li> <li>can explain why looking after mental health is as important as looking after physical health</li> <li>understand that some things that support mental health will also support physical health</li> </ul>

Drug, alcohol and tobacco education (DATE)					
Y1 What do we put into and on to bodies?	Y2 Medicines and me	Y3 Tobacco is a drug	Y4 Making choices	Y5 Different influences	Y6 Weighing up risk
<p><b>1. Pupils learn about what can go into bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to recognise that different things people put into bodies can make them feel good or not so good</li> <li>can identify whether a substance might be harmful to take in</li> <li>know how to ask for help if they are unsure about whether something should go into the body</li> </ul>	<p><b>1. Pupils learn why medicines are taken</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>know that medicines come in different forms</li> <li>recognise that each medicine has a specific use</li> </ul>	<p><b>1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by the word 'drug'</li> <li>can identify when a drug might be harmful</li> <li>recognise that tobacco is a drug</li> </ul>	<p><b>1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>can identify why a person may choose to use or not use a drug</li> <li>are able to state some alternatives to using drugs</li> </ul>	<p><b>1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>understand that there are risks associated with all smoking drugs</li> </ul>	<p><b>1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the possible effects and risks of different drugs</li> <li>know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>understand why and when people might use drugs</li> </ul>
<p><b>2. Pupils learn about what can go on to bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that substances can be absorbed through the skin</li> <li>are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>can state some basic safety rules for things that go onto the body</li> </ul>	<p><b>2. Pupils learn where medicines come from</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>know when medicines might be used and who decides which medicine is used</li> <li>understand there are alternatives to taking medicines, and when these might be helpful</li> </ul>	<p><b>2. Pupils learn about the effects and risks of smoking tobacco and secondhand smoke</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the effects and risks of smoking and of secondhand smoke on the body</li> <li>can express what they think are the most important benefits of remaining smoke free</li> <li>recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</li> </ul>	<p><b>2. Pupils learn about the effects and risks of drinking alcohol</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know how alcohol can affect the body</li> <li>explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>know that there are laws and guidelines related to the consumption of alcohol</li> </ul>	<p><b>2. Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>recognise that there are many influences on us at any time</li> </ul>	<p><b>2. Pupils learn about assessing the level of risk in different situations involving drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with</li> <li>can identify risks within a given scenario involving drug use</li> <li>understand what would need to change to reduce the level of risk</li> </ul>
	<p><b>3. Pupils learn about keeping themselves safe around medicines</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that medicines come with instructions to ensure they are used safely</li> <li>know some safety rules for using and storing medicines</li> <li>recognise that medicines can be harmful if not taken correctly</li> </ul>	<p><b>3. Pupils learn about the help available for people to remain smoke free or stop smoking</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the support and medicines that people might use to help them stop smoking</li> <li>can explain what they might say or do to help someone who wants to stop smoking</li> <li>understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>	<p><b>3. Pupils learn about different patterns of behaviour that are related to drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what is meant by the terms 'habit' and 'addiction'</li> <li>can identify different behaviours that are related to drug use</li> <li>know where they can go for help if they are concerned about someone's use of drugs</li> </ul>	<p><b>3. Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some strategies that people can use if they feel under pressure in relation to drug use</li> <li>can demonstrate some ways to respond to pressure concerning drug use</li> <li>recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li> </ul>	<p><b>3. Pupils learn about ways to manage risk in situations involving drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where drug use may occur</li> <li>know some ways of reducing risk in situations involving drug use</li> <li>know where to get help, advice and support regarding drug use</li> </ul>

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Keeping safe and managing risk					
Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
<p><b>1. Pupils learn about safety in familiar situations</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between 'real' and 'imaginary' dangers</li> <li>understand that there are situations when secrets should not be kept</li> <li>know to tell a trusted adult if they feel unsafe</li> </ul>	<p><b>1. Pupils learn about keeping safe in the home, including fire safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some simple rules for keeping safe indoors, including online</li> <li>can describe what to do if there is an emergency</li> <li>understand that they can take some responsibility for their own safety</li> </ul>	<p><b>1. Pupils learn to recognise bullying and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by 'bullying'</li> <li>can identify the difference between 'falling out' with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul>	<p><b>1. Pupils learn how to be safe in their computer gaming habits</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul>	<p><b>1. Pupils learn about keeping safe online</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<p><b>1. Pupils learn about feelings of being out and about in the local area with increasing independence</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul>
<p><b>2. Pupils learn about personal safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between good and bad touches</li> <li>understand there are parts of the body which are private</li> <li>know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<p><b>2. Pupils learn about keeping safe outside</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some rules for keeping safe outside</li> <li>can assess whether a situation is safe or unsafe</li> <li>understand the importance of always telling someone where they are going or playing</li> </ul>	<p><b>2. Pupils learn about different types of bullying and how to respond to bullying incidents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<p><b>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may pressure to behave in a way that doesn't feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<p><b>2. Pupils learn that violence within relationships is not acceptable</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence/ where to go for help, advice and support</li> </ul>	<p><b>2. Pupils learn about recognising and responding to peer pressure</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul>
<p><b>3. Pupils learn about people who help keep them safe outside the home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where they might need help</li> <li>can identify people in the community who can help to keep them safe</li> <li>know how to ask for help if they need it</li> </ul>	<p><b>3. Pupils learn about road safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify hazards in relation to road safety</li> <li>are able to explain how to cross the road safely</li> <li>recognise that there are rules in relation to road safety for all road users</li> </ul>	<p><b>3. Pupils learn about what to do if they witness bullying</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how to react if they witness bullying</li> <li>understand the role of bystanders and the important part they play in reducing bullying</li> <li>know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p><b>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<p><b>3. Pupils learn about problems that can occur when someone goes missing from home</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>	<p><b>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some of the consequences of anti-social behaviour, including the law</li> <li>describe ways to resist peer pressure</li> <li>recognise they have responsibility for their behaviour and actions</li> </ul>
					<p><b>Additional lesson:</b> schools should consider including this lesson, as part of safeguarding and SRE policy development. Pupils should be taught the Year 5/6 SRE lessons before this lesson.</p>



Physical health and wellbeing					
Y1 Fun times	Y2 What keeps me healthy?	Y3 What helps me choose?	Y4 What is important to me?	Y5 In the media	Y6 <i>No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing: Healthy Minds</i>
<b>1. Pupils learn about food that is associated with special times, in different cultures</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know about some of the food and drinks associated with different celebrations and customs</li> <li>can identify what makes their home lives similar or different to others including the food they eat</li> <li>understand why food eaten on special days may be different from everyday foods</li> </ul>	<b>1. Pupils learn about eating well</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know what a healthy diet looks like</li> <li>can identify who helps them make choices about the food they eat</li> <li>know the benefits of a healthy diet (including oral health)</li> </ul>	<b>1. Pupils learn about making healthy choices about food and drinks</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul>	<b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can explain why a person may avoid certain foods</li> <li>are able to communicate their own personal food needs</li> <li>understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul>	<b>1. Pupils learn that messages given on food adverts can be misleading</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>can compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people's choices about food and drink</li> </ul>	
<b>2. Pupils learn about active playground games from around the world</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can describe how to play different active playground games</li> <li>can recognise how active playground games make them feel</li> <li>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>	<b>2. Pupils learn about the importance of physical activity, sleep and rest</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can describe some ways of being physically active throughout the day</li> <li>explain why it is important to rest and get enough sleep, as well as be active</li> <li>understand that an hour a day of physical activity is important for good health</li> </ul>	<b>2. Pupils learn about how branding can affect what foods people choose to buy</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul>	<b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</li> <li>are able to talk about their views and express their opinions on factors that affect food choice</li> <li>understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul>	<b>2. Pupils learn about role models</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul>	
<b>3. Pupils learn about sun-safety</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> <li>know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<b>3. Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>can describe everyday routines to help take care of their bodies, including oral health</li> <li>understand how basic hygiene routines can stop the spread of disease</li> </ul>	<b>3. Pupils learn about keeping active and some of the challenges of this</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<b>3. Children learn about the importance of getting enough sleep</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>	<b>3. Pupils learn about how the media can manipulate images and this may not reflect reality</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	

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Careers, financial capability and economic wellbeing					
Y1 My money	Y2 <i>No specific unit of work for this year group.</i>	Y3 Saving, spending and budgeting	Y4 <i>No specific unit of work for this year group.</i>	Y5 Borrowing and earning money	Y6 <i>No specific unit of work for this year group.</i>
<b>1. Pupils learn about where money comes from and making choices when spending money</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>recognise that people make choices about what to buy</li> <li>understand that they may not always be able to have all the things they want</li> </ul>		<b>1. Pupils learn about what influences people's choices about spending and saving money</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand how manufacturers and shops persuade us to spend money</li> <li>are able to recognise when people are trying to pressure them to spend their money and how this feels</li> <li>can make decisions about whether something is 'value for money'</li> </ul>		<b>1. Pupils learn that money can be borrowed but there are risks associated with this</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>can explain the difference between manageable and unmanageable debt and how this can make people feel</li> <li>can identify where people can access reliable information and support</li> </ul>	
<b>2. Pupils learn about saving money and how to keep it safe</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand why people might want to save their money</li> <li>can say how it feels to save for something you really want</li> <li>recognise where money is stored to keep it safe and some places are safer than others</li> </ul>		<b>2. Pupils learn how people can keep track of their money</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can keep simple records to keep track of their money</li> <li>can ask simple questions about needs and wants - decide how to spend and save their money</li> <li>know the best places people can go for help about money</li> </ul>		<b>2. Pupils learn about enterprise</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>can identify skills that make someone enterprising</li> <li>know what is needed to plan and set up an enterprise</li> <li>can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> </ul>	
<b>3. Pupils learn about the different jobs people do</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know that there are a range of jobs that people can do</li> <li>recognise that both men and women are able to do a range of jobs</li> <li>understand that having a job means people can earn money</li> </ul>		<b>3. Pupils learn about the world of work</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>know about a number of different jobs people do</li> <li>can identify the skills and attributes needed for different jobs</li> </ul>		<b>3. Pupils learn what influences people's decisions about careers</b> <b>Pupils</b> <ul style="list-style-type: none"> <li>understand that money is one factor in choosing a job and that some jobs pay more than others</li> <li>can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>understand how people choose what job to do</li> </ul>	

## Curriculum Content:

### E-safety

This area is subject to regular review and updating as needs change with new online dangers.

The core overview of the teaching programme at time of writing is:



### Online Safety Curriculum Overview

*All children have signed a Code of Conduct, appropriate for their age, detailing that they agree to use technology and the internet responsibly and safely. Parents/carers have also signed this.*

<i>Age range</i>	<i>Online Safety Teaching Topics</i>	<i>Teaching Resources Used</i>
Early Years	What is the internet? What is it for? Stranger Danger Using age appropriate resources Seeking help if worried/unsure	Childnet - Smartie the Penguin  Purple Mash (including Mini Mash)
Key Stage One	What is the internet? What is it for? Stranger Danger What is personal information? Using age appropriate resources Emailing Cyber Bullying "Online Life and personas" – including gaming and characters e.g. Mii on Wii	Childnet - Smartie the Penguin  Keeping Safe and Healthy  Being Safe All Around Us  Purple Mash
Key Stage Two (lower)	Communicating online <ul style="list-style-type: none"><li>- What does it mean to communicate online?</li><li>- Social networking</li><li>- Uploading images</li></ul> Gaming How to protect yourself online Cyber Bullying and reporting abuse Friend or foe? Copyright – what is it? Passwords and security Viruses, downloads, pop-ups and scams Using age appropriate resources Using online platforms responsibly e.g. Google Chrome	Childnet International – Kidsmart and SMART  Thinkuknow.co.uk  Teaching Ideas – Resources
Key Stage Two (upper)	Communicating online, including images, WhatsApp and social networking sites – What are you sharing? Gaming How to protect yourself online Cyber Bullying and reporting abuse Friend or foe? Copyright – what is it? Passwords and security Viruses, downloads, pop-ups and scams In app purchases and mobiles/iPads Using online platforms responsibly e.g. Google Chrome Research – what information is legitimate?	Thinkuknow.co.uk  Childnet International - SMART

Online safety advice for parents can also be found at:

<http://www.littlemeltonprimaryschool.co.uk/internet-safety-information-for-parents/>