

PSHE Curriculum EYFS, KS1, KS2

	Autumn	Spring	Summer
	NB. explain difference with early years		
Reception	Relationships <i>PSED: Building Relationships</i> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs • For a termly breakdown, see the PSED curriculum map. <i>PSED: Self-regulation (All about me)</i> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	Living in the Wider World <i>UW: People Culture and Communities</i> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (Festivals and Celebrations) • Explain some similarities and differences between life in this country and life in other countries <i>UW: Past and present</i> • Talk about the lives of the people around them and their roles in society. (People who help us. <i>CL: Speaking</i> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences with modelling and support from their teacher. Reference: Geography Geography 2020 all-through curriculum map	Health and Wellbeing <i>PSED: Managing Self</i> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <i>CL: Listening, Attention and Understanding</i> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Project Evolve

Reception



Self-image and identity

Autumn 1

I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.



Managing online information

Autumn 2

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.



Copyright and ownership

Spring 1

I know the work I create belongs to me.

I can name my work so that others know it belongs to me.



Privacy and security

Spring 2

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I can describe who could be trustworthy to share this information with; I can explain why they are trusted.



Online relationships

Summer 1

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know.

I can give examples of when I should ask permission to do something online and explain why this is important.



Online reputation

Summer 2

I can identify ways that I can put information on the internet.

I can recognise that information can stay online and could be copied.

Year 1	Relationships <i>Friends and Family</i> • People who care for me. (parents, siblings, grandparents, teachers) • Roles these different people play in children's lives • What it means to be a family and how families are different (single parents, same-sex parents, blended families) • The importance of telling someone - and how to tell them- if they are worried about something in their family. <i>Safe relationship (British Values: Individual Liberty)</i> • Situations when someone's body or feelings might be hurt and whom to go to for help. • What it means to keep something private, including parts of the body that are private. • Identify different types of touch and how they make people feel. • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask for permission to touch others • How to ask for and give/not give permission. <i>Respecting ourselves and others</i> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	Living in the Wider World <i>Belonging to a community</i> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside (British Values: Rule of Law) • that different people have different needs • how we care for people, animals and other living things in different ways (British Values: Respect and Tolerance) • how they can look after the environment, e.g. recycling <i>Media Literacy and Digital resilience</i> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <i>Money and Work (British Values: Mutual respect)</i> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	Health and Wellbeing <i>Physical health and mental wellbeing</i> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun <i>Growing and Changing (British Values: Individual Liberty)</i> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <i>Keeping Safe</i> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
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Project Evolve Year 1	Self-image and identity <u>Autumn 1</u> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	Managing online information <u>Autumn 2</u> I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	Copyright and ownership <u>Spring 1</u> I can explain why the work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').	Privacy and security <u>Spring 2</u> I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can explain how passwords can be used to protect information, accounts and devices.	Online relationships <u>Summer 1</u> I can use the internet with adult support to communicate with people I know (e.g. video call apps and services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen pal in another school/country). I can explain who I should ask before sharing things about myself or others online.	Online reputation <u>Summer 2</u> I can describe what information I should not put online without asking a trusted adult first. I can explain how information put online about someone can last for a long time.
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Year 2	Relationships <i>Friends and Family</i> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <i>Safe relationship</i> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <i>Respecting ourselves and others (Protected Characteristics - race, religion, beliefs)</i> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	Living in the Wider World <i>Belonging to a community (Protected Characteristics - race, religion, belief)</i> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith group • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community <i>Media Literacy and Digital resilience</i> • the ways in which people can access the internet e.g. phones, tablets, computer • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true <i>Money and Work (Protected Characteristics - age, disability, gender (reassignment), pregnancy, sexual orientation)</i> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	Health and Wellbeing <i>Physical health and mental wellbeing</i> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feeling • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings <i>Growing and Changing(Protected Characteristics - age, disability, sexual orientation)</i> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year <i>Keeping Safe</i> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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Project Evolve Year 2	Self-image and identity <u>Autumn 1</u> I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened: I can give examples of how they might get help.	Managing online information <u>Autumn 2</u> I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be real or true.	Copyright and ownership <u>Spring 1</u> I understand that work created by others does not belong to me even if I save a copy. I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.	Privacy and security <u>Spring 2</u> I can explain and give examples of what is meant by 'private' and 'keeping this private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	Online relationships <u>Summer 1</u> I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	Online reputation <u>Summer 2</u> I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without my consent or if it is incorrect.
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Year 3	Relationships <i>Friends and Family</i> - to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love - about the positive aspects of being part of a family, such as spending time together and caring for each other - about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - to identify if/when something in a family might make someone upset or worried - what to do and whom to tell if family relationships are making them feel unhappy or unsafe <i>Safe relationship</i> - What is appropriate to share with friends, classmates, family and wider social groups including online - about what privacy and personal boundaries are, including online - basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision - that bullying and hurtful behaviour is unacceptable in any situation - about the effects and consequences of bullying for the people involved - about bullying online, and the similarities and differences to face-to-face bullying - what to do and whom to tell if they see or experience bullying or hurtful behaviour <i>Respecting ourselves and others (British Values: Democracy)</i> - to recognise respectful behaviours e.g. helping or including others, being responsible - how to model respectful behaviour in different situations e.g. at home, at school, online - the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society	Living in the Wider World <i>Belonging to a community (British Values: Respect and Tolerance)</i> - the reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - what human rights are and how they protect people - to identify basic examples of human rights including the rights of children - about how they have rights and also responsibilities - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <i>Media Literacy and Digital resilience</i> - how the internet can be used positively for leisure, for school and for work - to recognise that images and information online can be altered or adapted and the reasons for why this happens - strategies to recognise whether something they see online is true or accurate - to evaluate whether a game is suitable to play or a website is appropriate for their age-group - to make safe, reliable choices from search result - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <i>Money and Work (British Values: The Rule of Law)</i> - about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - about common misconceptions and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - to recognise their interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby	Health and Wellbeing <i>Physical health and mental wellbeing (British Values: Individual liberty)</i> - about the choices that people make in daily life that could affect their health - to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) - what can help people to make healthy choices and what might negatively influence them - about habits and that sometimes they can be maintained, changed or stopped - the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how feelings can change overtime and become more or less powerful <i>Growing and Changing</i> - that everyone is an individual and has unique and valuable contributions to make - to recognise how strengths and interests form part of a person's identity - how to identify their own personal strengths and interests and what they're proud of (in school, out of school) - to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues - basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. <i>Keeping Safe</i> - how to identify typical hazards at home and in school - how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen - about fire safety at home including the need for smoke alarms - the importance of following safety rules from parents and other adults - how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
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Project Evolve Year 3	 Self-image and identity	 Managing online information	 Copyright and ownership	 Privacy and security	 Online relationships	 Online reputation
	<u>Autumn 1</u> I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming: using an avatar: social media) and why.	<u>Autumn 2</u> I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	<u>Spring 1</u> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	<u>Spring 2</u> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. I can explain that internet use is never fully private and is monitored, e.g adult supervision.	<u>Summer 1</u> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online.	<u>Summer 2</u> I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

Year 4	Relationships <i>Friends and Family</i> - about the features of positive healthy friendships such as mutual respect, trust and sharing interests - strategies to build positive friendships - how to seek support with relationships if they feel lonely or excluded - how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know - what to do or whom to tell if they are worried about any contact online <i>Safe relationship</i> - to differentiate between playful teasing, hurtful behaviour and bullying, including online - how to respond if they witness or experience hurtful behaviour or bullying, including online - recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable - how to manage pressures associated with dares - when it is right to keep or break a confidence or share a secret - how to recognise risks online such as harmful content or contact - how people may behave differently online including pretending to be someone they are not - how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online <i>Respecting ourselves and others</i> (Protected Characteristics - race, gender, disability) - to recognise differences between people such as gender, race, faith - to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations - about the importance of respecting the differences and similarities between people - a vocabulary to sensitively discuss difference and include everyone	Living in the Wider World <i>Belonging to a community</i> (Protected Characteristics - race, religion, beliefs) - the meaning and benefits of living in a community - to recognise that they belong to different communities as well as the school community - about the different groups that make up and contribute to a community - about the individuals and groups that help the local community, including through volunteering and work - how to show compassion towards others in need and the shared responsibilities of caring for them <i>Media Literacy and Digital resilience</i> - that everything shared online has a digital footprint - that organisations can use personal information to encourage people to buy things - to recognise what online adverts look like - to compare content shared for factual purposes and for advertising - why people might choose to buy or not buy something online e.g. from seeing an advert - that search results are ordered based on the popularity of the website and that this can affect what information people access <i>Money and Work</i> - how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	Health and Wellbeing <i>Physical health and mental wellbeing</i> (Protected Characteristics - religion or belief) - to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary - how to maintain oral hygiene and dental health, including how to brush and floss correctly - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <i>Growing and Changing</i> (Protected Characteristics - sex, sexual orientation, age) - the importance of personal hygiene routines during puberty including washing regularly and using deodorant - how to discuss the challenges of puberty with a trusted adult - how to get information, help and advice about puberty - To understand that bodies change as they grow and develop, and to recognise some of the internal biological changes that happen during puberty to prepare the body for adulthood. <i>Keeping Safe</i> - the importance of taking medicines correctly and using household products safely - to recognise what is meant by a 'drug' - that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing - to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects - to identify some of the risks associated with drugs common to everyday life - that for some people using drugs can become a habit which is difficult to break - how to ask for help or advice
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Project Evolve Year 4	 Self-image and identity <u>Autumn 1</u> I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive themselves I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	 Managing online information <u>Autumn 2</u> I can explain why lots of people sharing the same opinions and beliefs online do not make those opinions and beliefs true. I can describe what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	 Copyright and ownership <u>Spring 1</u> I can give simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. I can assess and justify when it is acceptable to use the work of others.	 Privacy and security <u>Spring 2</u> I can describe strategies for keeping personal information private, depending on context. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. I can explain what a strong password is and demonstrate how to create one.	 Online relationships <u>Summer 1</u> I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise health and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	 Online reputation <u>Summer 2</u> I can explain who someone can ask if they are unsure about putting something online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
	Relationships		Living in the Wider World		Health and Wellbeing	
Year 5						

	<i>Friends and Family</i> (British Values: Mutual Respect) • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships <i>Safe relationship</i> (British Values: Respect and Tolerance) • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact <i>Respecting ourselves and others</i> (British Values: Democracy) • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	<i>Belonging to a community</i> (British Values: Individual liberty) • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online <i>Media Literacy and Digital resilience</i> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotype • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information <i>Money and Work</i> (British Values: Democracy) • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	<i>Physical health and mental wellbeing</i> (British Values: The Rule of Law) • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <i>Growing and Changing</i> (Protected Characteristics - gender) • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • personal identity and what contributes to it (family, culture, faith, interests, strengths and experiences)" and/or "the importance of treating everyone with dignity and respect • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing <i>Keeping Safe</i> (British Values: The Rule of Law) • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM
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Project Evolve Year 5	Self-image and identity <u>Autumn 1</u> I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on the context. I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	Managing online information <u>Autumn 2</u> I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. websites notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers. I can explain what is meant by the term stereotype, how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	Copyright and ownership <u>Spring 1</u> I can give examples of content that is permitted to be reused and know how this content can be found online. I can demonstrate the use of search tools to find and access online content which can be reused by others.	Privacy and security <u>Spring 2</u> I can explain how many free apps or services may read or share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and give some examples. I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen.	Online relationships <u>Summer 1</u> I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	Online reputation <u>Summer 2</u> I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and what these may be incorrect.
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Year 6	Relationships <i>Friends and Family</i> - what it means to be attracted to someone and different kinds of loving relationships - that people who love each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation and everyone's right to be loved - about the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart - what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - that people have the right to choose whom they marry or whether to get married - that to force anyone into marriage is illegal - how and where to report forced marriage or ask for help if they are worried <i>Safe relationship</i> - to compare the features of a healthy and unhealthy friendship - about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - strategies to respond to pressure from friends including online - how to assess the risk of different online 'challenges' and 'dares' - how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - how to get advice and report concerns about personal safety, including online - what consent means and how to seek and give/not give permission in different situations <i>Respecting ourselves and others (Protected Characteristics - disability, race, age,)</i> - about the link between values and behaviour and how to be a positive role model - how to discuss issues respectfully - how to listen to and respect other points of view - how to constructively challenge points of view they disagree with - ways to participate effectively in discussions online and manage conflict or disagreements	Living in the Wider World <i>Belonging to a community (Protected Characteristics - religion, belief, race)</i> - what prejudice means - to differentiate between prejudice and discrimination - how to recognise acts of discrimination - strategies to safely respond to and challenge discrimination - how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this <i>Media Literacy and Digital resilience</i> - about the benefits of safe internet use e.g. learning, connecting and communicating - how and why images online might be manipulated, altered, or faked - how to recognise when images might have been altered - why people choose to communicate through social media and some of the risks and challenges of doing so - that social media sites have age restrictions and regulations for use - the reasons why some media and online content is not appropriate for children - how online content can be designed to manipulate people's emotions and encourage them to read or share things - about sharing things online, including rules and laws relating to this - how to recognise what is appropriate to share online - how to report inappropriate online content or contact <i>Money and Work</i> - about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if they are concerned about gambling or other financial risks	Health and Wellbeing <i>Physical health and mental wellbeing</i> - that mental health is just as important as physical health and that both need looking after - to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - identify where they and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult - about the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief - about the process of grieving and how grief can be expressed - about strategies that can help someone cope with the feelings associated with change or loss - to identify how to ask for help and support with loss, grief or other aspects of change - how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night - what to do and whom to tell if they are frightened or worried about something they have seen online <i>Growing and Changing (Protected Characteristics - sex, sexual orientation, pregnancy, marriage)</i> - to recognise some of the changes as they grow up e.g. increasing independence - about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school - practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one
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			part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life <i>Keeping Safe</i> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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Project Evolve Year 6						
	Self-image and identity <u>Autumn 1</u> I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help I need.	Managing online information <u>Autumn 2</u> I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and ad targeting and targeting fake news). I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. sharing of misinformation or disinformation)	Copyright and ownership <u>Spring 1</u> I can demonstrate how to make references to and acknowledge sources I have used from the internet.	Privacy and security <u>Spring 2</u> I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	Online relationships <u>Summer 1</u> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. E.g. screen grabs. I can explain that taking and sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	Online reputation <u>Summer 2</u> I can explain the ways in which anyone can develop a positive online reputation. I can explain the strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.