Relationships and Health Education Policy

Mission statement:

“Enjoy, learn, achieve”

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Relationships and Health Education Policy (RHE)

Contents:

1) Grove Expectations

2) Why do we teach RHE?

3) How has the curriculum been designed?

4) Who will teach RHE?

5) When is RHE taught?

6) How will RHE be taught?

7) How was the RHE policy developed?

8) How will the content be made accessible to all pupils?

9) What do we teach in Relationships and Health Education lessons?

10) Roles and Responsibilities

11) The Grove Curriculum

1)

"Enjoy, learn, achieve"

Our Grove Expectations are:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers.

These expectations apply to all pupils, staff, parents and visitors.
They are embedded in our daily work as a school and are used throughout the day with our children. They are our core values and are understood by everyone who belongs to our school community.

2) Why do we teach RHE?

The Relationships and Health Education (RHE) curriculum reflect our values, ethos, expectations and aims. We believe our role as teachers is to equip children with the knowledge and skills that will enable them to make informed and ethical decisions about their well-being, health and relationships. The curriculum aims to prepare all pupils for secondary school and the opportunities and responsibilities of adult life. The curriculum promotes every pupils moral, social, mental and physical development.

Part of our role as teachers is to help children develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.

3) How has the curriculum been designed?

The curriculum we have designed follows the statutory guidance from the Department of Education, Relationships and Health Education, July 2025. This guidance contains information on what schools should do and sets out the legal duties with which schools must comply when teaching relationships and health education.

Leaders at Grove have designed the curriculum for RHE. Subject content is relevant to the age and development of the pupils. We have taken into account the local context . The curriculum is well sequenced. It has been designed to support and equip all pupils with the knowledge to navigate a range of experiences in a positive way.

4) Who will teach RHE?

Teachers teach the RHE lessons. If we commission an external provider to support learning the teacher will be present. Examples of external providers we have engaged with previously to deliver the RHE curriculum are: West Midlands Police, our school nurse, dental nurses, first aid providers.

5) When is RHE taught?

The curriculum is planned in units. A unit (project) is taught every half term. There is a weekly RHE lesson. Typically, a lesson will be 30-45 minutes in length. RHE is taught in the classroom. There is a working wall in every classroom. The working wall will contain key vocabulary, examples of pupil work and resources to help recall learning.

6) How will RHE be taught?

Teachers will follow lesson plans for each RHE project. The resources teachers will use have been carefully identified by leaders to meet the learning intentions. Pupils will be taught with their classmates. In years 5 and 6 pupils learn about how they and their body changes during puberty. They are taught by Grove teachers in single sex classes. We are not required to teach sex education. We do not teach sex education. Parents do not therefore have the right to withdraw their child from RHE.

Teachers use three published resources to support lesson delivery. These three resources are: Project Evolve , Pol-Ed and Change Makers.

Project Evolve has been written by South West Grid for Learning.

Pol -Ed and Change Makers has been designed to align with the PHSE Association programmes of study and has been commissioned and developed with West Yorkshire and West Midlands Police.

We have a specific programme we use in year 5. This is called Mentors in Violence Prevention (MVP).
This programme was created by the West Midlands Violence Prevention Partnership. It aims to explore the development of character and foster leadership skills.

MVP enables pupils to anticipate and prepare for real life situations and decisions about how they could respond and intervene. The use of scenarios are based around 'Crunch Moments.' The programme acknowledges how fear, social image and conformity
drive and influence behaviour. Using the scenarios and discussion the students are asked to explore attitudes and choices and to begin focusing on their responsibility for their actions and to make decisions in a safe and considered way.

The purpose of the MVP programme is to reaffirm and develop pupils' knowledge and understandings of the language of character and virtues and the application of it to their own lives, with particular reference to the virtues of confidence, empathy, generosity, gratitude, kindness, loyalty, resilience, respect, sharing interests, trust and truthfulness. These virtues and their practical application is the first and most important step in enabling pupils to become good citizens, positive role models and upstanders who challenge the narrative that 'things can't change for the better.'

In year 6 we use a programme called Change Makers.

The Change Makers programme is a peer-led educational and intervention initiative operated by the West Midlands Violence Reduction Partnership (VRP) alongside West Midlands Police. It equips children with the language, skills, and safe spaces to safely challenge bullying, gender-based violence, and online harm.

Teachers have had training on MVP and Change Makers.

7) How was the RHE policy developed?

Leaders used the existing policy and updated it in line with the following document:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

The policy will be shared with parents in July 2026.

The policy will be ratified by the Governing Board in July 2026.

All teachers will receive training on the policy and the curriculum in the autumn term 2926.

The policy will be reviewed on an annual basis by the Governing Board.

8) How will the content be made accessible to all pupils?

RHE lessons are inclusive. The RHE curriculum is accessible to all pupils. Leaders, when planning and resourcing the curriculum, have carefully considered the needs of pupils. Access to lessons and learning will include the following: visual prompts, key vocabulary, sentence stems, retrieval taks to help pupils recall and remember, the use of Voice 21 strategies and modification of the language teachers use if needed.

9) What do we teach in Relationships and Health Education lessons?

All primary schools are expected to teach the following by the end of year 6

Relationships education (Primary)

1. The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

2. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

3. Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

4. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

5. Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

6. Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the

   pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel

the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Health and wellbeing: Primary

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them. Schools should continue to build on the primary health and wellbeing curriculum content in secondary.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

10) Roles and Responsibilities

The Governing Body will:

Approve the RHE policy

Make sure that clear information is provided for parents on the Relationships and Health Education curriculum (this information is contained within this policy);

Through reports to governors monitor that the subject is well lead and managed, that it is well planned; that the quality of provision in the subject is subject to regular and effective self-evaluation and that all pupils make progress in RHE.

Following the first ratification of the policy the governing body has delegated the annual review of this policy to the performance and standards committee.

Headteacher

The headteacher is responsible for ensuring that RHE is well planned, resourced, taught well and that all pupils make progress in RHE

Teachers

Teach the planned curriculum using the resources carefully selected by leaders. Ensure curriculum content is accessible to every pupil.

Pupils
We want all pupils to engage fully in and enjoy RHE.

In lessons and assemblies we expect all pupils to:

Treat others as we would like to be treated; be kind and don't hurt others or their feelings and are good listeners and thoughtful speakers.

When discussing issues related to RHE, treat others with respect and sensitivity.

11) The Grove Curriculum

Grove School

RHE (Relationships Health Education) Curriculum

Year 1	**Autumn 1**	**Autumn term 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Project title	Who is special to us?	How can I stay safe?	What can we do with money?	What is the same and different about us?	How can I stay safe online?	How can we look after each other and the world?

Lesson 1 teaching points	•I know that my family is one of the groups I belong to, as well as, for example, school, friends, clubs.	•I understand that people have different roles in the community to help keep me (and others) safe – I can give examples of the jobs they do and how they help people. •I know who can help me in different places and situations; how to attract someone's attention or ask for help; what to say.	•I know what money is and that money comes in different forms. Pol-Ed (Y2) Understanding the Law: What is money?	•I can list what I like, dislike and am good at. •I know how my personal features or qualities are unique to me.	•I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	•I can explain how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. •I can explain why it is important to be considerate and kind to people online and to respect their choices. Pol-Ed Relationships: Why is name calling unkind? How can I make friends?
Lesson 2 teaching points	•I can name different people in my family / those that love and care for me. •I can explain what my family members, or people that are special to me, do to make me feel loved and cared for.	•I know how to respond safely to adults I don't know.	•I understand how money is obtained (e.g. earned, won, borrowed, presents). •I can explain how to keep money safe and the different ways of doing this. Pol-Ed (Y2)	•I can explain what makes me special and how everyone has different strengths. •I can say how I am similar or different to others and what we have in common. Pol-Ed Wellbeing: What makes me special?	•I know and 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 understand the responsibilities I have in and out of the classroom. •I can describe how to behave online in ways that do not upset others and can give examples.

			Understanding the Law: What is a job?			
Lesson 3 teaching points	•I understand how families are all different but share common features – I can say what is the same and different about them. •I can give examples of different features of family life, including what families do / enjoy together	•I can explain what to do if I feel unsafe or worried for myself or others; and the importance of keeping on asking for support until I am heard. • I can give examples of when and how to speak to an adult I can trust and how they can help if something happens online that makes me feel sad, worried, uncomfortable or frightened. Pol-Ed Keeping Safe: Who are my trusted adults?	•I understand how people make choices about what to do with money, including spending and saving	•I can use the correct names for the main parts of the body and know that parts of bodies covered with underwear are private. Pol-Ed (Y2) Keeping Safe: What are private body parts?	•I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	•I can explain how people and animals need to be looked after and cared for. Pol-Ed Relationships: How I can be an ally?
Lesson 4 teaching points	•I know that it is important to tell someone (such as my teacher) if something about my family makes me feel unhappy or worried. Pol-Ed Keeping Safe: How	•I know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say. Pol-Ed Keeping Safe: What is 999?	•I can explain the difference between needs and wants. •I know that people may not always be able to have the things they want. Pol-Ed (Y2)	•I can explain how people grow and change and how people's needs change as they grow from young to old.	•I can explain that passwords are used to protect information, accounts and devices.	•I understand what can harm the local and global environment. I can give examples of how we can help care for it.

	can I speak up?		Understanding the Law: What are needs and wants?			
Lesson 5 teaching points	•I can give examples of when I should ask permission to do something online and explain why this is important. •I can explain rules to keep myself safe when using technology both in and beyond the home.	•I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Pol-Ed Relationships: What if my friends are making me feel sad?	•I can recognise that information can stay online and could be copied. •I understand that work created by others does not belong to me even if I save a copy.	•I understand what private information is. Pol-Ed Keeping Safe: What is private information?	•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 why things one person finds funny or sad online may not always be seen in the same way by others. Pol-Ed Relationships: What is bullying?
Lesson 6 teaching points	•I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	•I can recognise that information can stay online and could be copied. •I can describe what information I should not put online without asking a trusted adult first.	•I can explain why 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''). •I can save my work under a		•I can describe what information I should not put online without asking a trusted adult first.	•I know how to manage change when moving to a new class or year group.

			suitable title or name so that others know it belongs to me (e.g. filename, name on content).			

Year 2	Autumn 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	What makes a good friend?	How can I stay safe?	What jobs do people do?	How do we recognise our feelings?	How can I grow and stay healthy?	How can I stay safe online?
Lesson 1 teaching points	•I know how to make friends with others. Pol-Ed Relationships: How are we the same?	•I know how words and actions can affect how people feel. •I can give examples of issues online that might make someone feel	•I can explain how jobs help people earn money to pay for things they	•I can recognise, name and describe a range of feelings. •I know what helps me to feel good, or better	•I know that different things help my body to be healthy, including food and	•I can explain simple guidance for using technology in different environments and settings e.g. accessing online

	How are we different?	sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	need and want. •I can give examples of a range of different jobs, including those done by people I know or people who work in my community.	if I am not feeling good.	drink, physical activity, sleep and rest. Pol-Ed Wellbeing: What does it mean to be healthy? Pol-Ed Wellbeing: How can I look after my body?	technologies in public places and the home environment. •I can say how those rules / guides can help anyone accessing online technologies.
Lesson 2 teaching points	•I know how to recognise when I feel lonely and what I could do about it. Pol-Ed Relationships: Why are relationships important?	•I can explain what I would do if someone in my family made me feel worried. •I can explain and give examples of what is meant by 'private' and 'keeping things private'. Pol-Ed Relationships: How do I share family worries?	•I understand that people have different strengths and interests that enable them to do different jobs.	•I can explain what bullying is, how people may bully others and how bullying can make someone feel.	•I know how to be physically active and how much rest and sleep I should have every day. Pol-Ed Wellbeing: Why is sleep important?	•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, true or trustworthy. Pol-Ed Keeping Safe: How can I keep safe online?
Lesson 3 teaching points	•I can explain how people behave when they are being friendly and what makes a good friend. •I can give examples of how someone might use technology to communicate	•I understand how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes me uncomfortable or unsafe. •I know how to resist pressure to do something that	•I understand how people use the internet and digital devices in their jobs and everyday life.	•I can explain that different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a	•I understand that there are different ways to learn and play. •I know when to take a break from screen-time.	•I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). •I can explain how passwords can be used to protect

	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.	makes me feel unsafe or uncomfortable, including keeping secrets.		new class/year group). Pol- Ed Wellbeing: How can I deal with change?	Pol- Ed Wellbeing: When do I need to take a break?	information, accounts and devices.
Lesson 4 teaching points	•I can give examples of how to resolve arguments that can occur in friendships •I know how to ask for help if a friendship is making me unhappy. •I can identify who can help me if something happens online without my consent.	•I can explain why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable. •I know how to respond if this happens in different situations. •I know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.	•I can explain how information put online about someone can last for a long time. •I can describe how anyone's online information could be seen by others.	•I understand how feelings can affect people in their bodies and their behaviour. •I can explain why anyone who experiences bullying is not to blame.	•I understand that eating and drinking too much sugar can affect my health, including dental health.	•I can explain how other people may look and act differently online and offline. •I know how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or if I come across something that scares or concerns me.
Lesson 5 teaching points	•I can describe different ways to ask for, give, or deny my permission online and can identify who can help	•I know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and can take steps	•I can recognise that content on the internet may belong to other people.	•I can give ways to manage big feelings and understand the importance of sharing my feelings with someone I trust.	•I can explain how sunshine helps bodies to grow and how to keep safe and well in the sun.	•I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

	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.	to avoid or remove myself fro m them.	•I can describe why other people's work belongs to them.			•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).
Lesso n 6 teach ing point s	•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.	2 lessons: •I can explain how rules and restrictions help me to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online). Pol-Ed Keeping Safe: What is fire safety?	•I know who to talk to if something has been put online without consent or if it is incorrect. Pol-Ed Understa nding the Law: Why does age matter?	•I know how to recognise when I might need help with feelings and how to ask for help when I need it. •I can talk about how anyone experiencing bullying can get help.	•I know that sometimes my body needs medicine to help me to feel better. Pol-Ed Keeping Safe: What are medicines?	•I can use simple keywords in search engines •I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

Year 3	Autumn 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	How can I be a good friend?	How can I stay safe in the local area?	What makes a community?	Why should we eat well and look after our body?	Why should we keep active, sleep well and be safe online?	What is identity? What makes up a family?
Lesson 1 teaching points	•I can explain how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.	•I know how to recognise hazards that may cause harm or injury and what I should do to reduce	•I can list the different groups and communities I belong to e.g. friendship, faith, clubs,	•I can explain how to eat a healthy diet and the benefits of nutritionall	•I can explain how regular physical activity benefits bodies and feelings. •I know how to make choices about physical	•I can explain what is meant by the term 'identity'. •I can explain how people can represent the mselves

	•I can describe ways people who have similar likes and interests can get together online.	risk and keep myself (o r others) safe. Pol-Ed Keeping Safe: What do we mean by risk?	classes/year groups. Pol-Ed (Y4) Keep ing Safe: Who makes up my com munity?	y rich foods. •I can describe how people make choices about what to eat and drink, including who or what influences these. Pol-Ed (Y4) Wel lbeing: Why is food fuel?	activity, including what and who influences decisions. Pol-Ed (Y4) Wellbein g: How do my choices help me to be healthy?	in different ways online.
Lesso n 2 teach ing point s	•I understand how to recognise if others are feeling lonely and excluded and know strategie s I can use to include them. •I can explain how someone's feelings can be hurt by what is said or written online. •I can give examples of how bullying behaviour could appear online and how someone can get support. Pol-Ed Relationships: How should we treat people?	•I can give examples of how to help keep my body protected and safe, e.g. wearing a seatbelt, protective clot hing and stabilizers.	•I can explain how the community helps everyone to feel included and values the different contribution s that people make.	•I understand how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. •I can explain how not eating a balanced diet can affect health, including the impact of too	•I can explain how the lack of physical activity can affect health and well-being. •I understand how lack of sleep can affect the body and mood and simple routines that support good quality sleep.	•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.

				much sugar/acidic drinks on dental health.		
Lesson 3 teaching points	•I can give examples of how to build good friendships, including identifying qualities that contribute to positive friendships. •I can describe appropriate ways to behave towards other people online and why this is important. Pol-Ed Relationships: What can I do when friendships go wrong?	•I understand how to stay safe at the park, near the road and at the shops.	•I know what is meant by a diverse community; how different groups make up the wider/local community around the school.	•I know, when and where to ask for advice and help about healthy eating and dental care. Pol-Ed (Y4) Wellbeing: What is my body trying to tell me?	•I can describe how I can be active on a daily and weekly basis including how to balance time online with other activities. •I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. •I understand how to seek support in relation to physical activity, sleep and rest and who to talk to if I am worried.	•I can explain how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).
Lesson 4 teaching points	•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	•I know what to do in an emergency, including calling for help and speaking to the emergency services.	•I can describe how to be respectful towards people who may live differently to me.	•I can explain how everyday health and hygiene rules and routines help people	•I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable,	•I understand that common features of positive family life often include shared experiences, e.g. celebrations,

	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. Pol-Ed Relationships: Who are my key people?	Pol-Ed Keeping Safe: What are emergency situations? Pol-Ed Keeping Safe: What are emergency services?		stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly). Pol-Ed (Y4) Wellbeing: How can I be a hygiene hero?	worried or frightened.	special days or holidays.
Lesson 5 teaching points	•I know that friendships sometimes have difficulties and can suggest ways to manage/ resolve issues when there is a problem, dispute or argument between friends. •I know how to recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and can say how to ask for support. •I know that resorting to violence is never right.	•I can give examples of how to recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable (including online). •I can explain that if I am not sure or feel pressured then I should tell a trusted adult.	•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.	•I understand that my body belongs to me and should not be hurt or touched without my permission. •I can say what to do and who to tell if I feel uncomfortable. Pol-Ed Keeping Safe: How can I share my worries?	•I can explain how the internet can be used to sell and buy things.	•I can explain how people within families should care for each other and can give examples of the different ways they demonstrate this.

Lesson 6 teaching points	•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 explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. Pol-Ed Relationships: What do we mean by consent in friendships?	•I can give reasons why someone should only share information with people they choose to and can trust. Pol-Ed Keeping Safe: When should I break a secret?	•I can explain who someone can ask if they are unsure about putting something online.	•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 explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	•I know how to ask for help or advice if family relationships are making me feel unhappy, worried or unsafe. Pol-Ed Understanding the Law: What are children's rights?
Lesson 7 teaching points		•I can describe simple strategies for creating and keeping passwords private. •I can describe how connected devices can collect and share anyone's information with others.				

Year 4	Autumn 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	How do we treat each other with respect?	How can I stay safe online?	How can we manage our feelings?	What are rabbit holes?	How can our choices make a difference to others and the environment?	How can I manage risks in different places?
Lesson 1 teaching points	•I can explain how people's behaviour affects me and others,	•I can explain how my online identity can be different	I can describe my character and give examples of my character strengths.	•I can analyse information to make a judgement about probable accuracy and I understand	•I understand that people have a shared responsibility	3 lessons: •I know how to recognise, predict, assess and manage risk in

	including online. •I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Pol-Ed Relationships: How can we be role models?	to my offline identity. •I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	Pol-Ed Wellbeing: How does school build my character?	why it is important to make my own decisions regarding content and that my decisions are respected by others.	to help protect the world around them. Pol-Ed Understanding the Law: How can I respect my environment	different situations. •I know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).
Lesson 2 teaching points	•I can model how to be polite and courteous in different situations and recognise the respectful behaviour I should receive in return. •I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). Pol-Ed Relationships: What is peer influence?	•I know what the digital age of consent is and the impact this has on online services asking for consent. •I know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.	•I know how to manage when there are set-backs •I can learn from mistakes and reframe unhelpful thinking. Pol-Ed Understanding the law: What can I be?	•I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). •I can describe how to find out information about others by searching online.	•I can give examples of how to carry out personal responsibilities in a caring and compassionate way.	Pol-Ed Keeping Safe: How can I keep safe in my local area? Pol-Ed Keeping Safe: How can we keep safe on the road? Pol-Ed Keeping Safe: What are hazards in the home? Pol-Ed Keeping Safe: Who do I encounter?
Lesson 3 teaching	•I can describe the relationship between rights	•I can describe positive ways for someone	•I understand that feelings change over time and can be	•I can describe some of the methods used to encourage people	•I know how my everyday choices can affect the	

points	and responsibilities. •I know the rights that children have and why it is important to protect these. Pol-Ed Understanding the law: What are protected characteristics?	to interact with others online and understand how this will positively impact on how others perceive them.	experienced at different levels of intensity. •I can give examples of how to respond proportionately to, and manage, feelings in different circumstances.	to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	environment. •I can show care and concern for others (people and animals).	
Lesson 4 teaching points	•I understand the right to privacy and know how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).	•I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	•I can explain the importance of expressing feelings and how they can be expressed in different ways.	•I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	•I understand that what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).	•I understand how people's online actions can impact on other people. •I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). •I can recognise when someone is upset, hurt or angry online.
Lesson 5 teaching points	•I know that everyone should feel included, respected and not discriminated against. •I can explain how to respond if I witness or experience exclusion, disrespect or discrimination.	•I can explain how using technology can be a distraction from other things, in both a positive and negative way.	•I understand ways of managing feelings at times of loss, grief and change. •I know how to access advice and support to help manage my own or others' feelings.	•I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. •I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them	•I can explain how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.	•I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

	Pol-Ed Relationships: What is discrimination? Pol-Ed Relationships: What is diversity?			online to pretend something is true when it isn't.		•I can explain how to report concerns, including about inappropriate online content and contact.
Lesson 6 teaching points	•I can describe how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact). •I know how to report concerns. •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. Pol-Ed Understanding the law: What is hate crime?	•I can describe strategies for keeping personal information private, depending on context. •I can explain that internet use is never fully private and is monitored, e.g. adult supervision. •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 can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. Pol-Ed Wellbeing: What are healthy habits?	•I understand that when searching on the internet for content to use, I need to consider who owns it and whether I have the right to reuse it. •I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	•I have the skills and vocabulary to share my thoughts, ideas and opinions in discussion about topical issues.	•I know that rules, restrictions and laws exist to help people keep safe and can explain how to respond if I become aware of a situation that is anti-social or against the law.

Year 5	Autumn 1	Autumn term 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	What makes up a person's identity?	What could I be and how can I make smart money decisions?	What is extremism?	How can we help in an accident or emergency?	How do I know what is fake or real online?	How can I stay safe online?
Lesson 1 teaching points	•I understand that there are a range of factors that	•I know that there is a broad range of different jobs and people often have more than	•I understand the term influence	2 first aid lessons led by an external trainer:	•I can explain the benefits and limitations of using different types of search technologies e.g.	•I can explain how many free apps or services may read and

	contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). •I can explain how individuality and personal qualities make up someone's identity. Pol-Ed Wellbeing: What is my personal identity?	one during their careers and over their lifetime. •I can explain how people choose a career/job and what influences their decision, including skills, interests and pay. •I am confident to question and challenge stereotypes about the types of jobs people can do.	and what it means. •I can explain why people want to influence others.	•I know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.	voice-activation search engine. •I can explain how some technology can limit the information I am presented with.	share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. •I can explain what app permissions are and can give some examples. •I can explain what a strong password is and demonstrate how to create one.
Lesson 2 teaching points	•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 context.	•I know that some jobs are paid more than others and some may be voluntary (unpaid). •I can list the skills, attributes, qualifications and training needed for different jobs.	•I understand, and can explain with examples, the ways in which people might try to influence others negatively online and the reasons for doing it.		•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.	•I know the types of content (including images) that is safe to share online and can explain ways of seeking and giving consent before images or personal information is shared with friends or family. Pol-Ed Understanding the Law:

						What can I and can't I do on the internet?
Lesson 3 teaching points	•I can explain the different types of relationships people have in their lives.	•I understand that there are different ways into jobs and careers, including college, apprenticeships and university. •I can consider how I might choose a career/job for myself when I am older, why I might choose it and what might influence my decisions.	•I understand what makes people vulnerable to being influenced.	•I understand when it is appropriate to use first aid and the importance of seeking adult help. •I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	•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. website notifications, pop-ups, targeted ads.	•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 judgments about an individual and why these may be incorrect.
Lesson 4 teaching points	•I know what stereotypes are. •I can explain that stereotypes are not always accurate and can negatively influence behaviours and attitudes towards others.	•I know how people make decisions about spending and saving money and what influences them. •I understand how to recognise what makes something 'value for money' and what this means to me.	•I know what extremism is.	•I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	•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 recognise features of persuasive design and how they are used to keep users	•I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. •I can describe how what one person perceives as

	•I know how to challenge stereotypes and assumptions about others. •I can explain how 'stereotypes' are often amplified and reinforced online.				engaged (current and future use). Pol-Ed Relationships: What is media influence?	playful joking and teasing (including 'banter' and 'roasting') might be experienced by others as bullying. Pol-Ed Relationships: How do words have power?
Lesson 5 teaching points	•I can explain different rules and laws that help our communities. •I can discuss what the impact can be if these laws are not followed. Pol-Ed Understanding the Law: How do rules help our community?	•I understand how to keep track of money so that I know how much I have to spend or save. •I can describe how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans).	•I know who I can talk to (my hand of support) if I feel worried about something that is happening at home, online or in school.	2 lessons: •I can describe how to stay safe in the local area including road, rail and water safety.	•I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. •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 anyone can get help if they are being bullied or groomed online and identify when to tell a trusted adult. Pol-Ed Relationships: What is grooming?
Lesson 6 teaching points	•I can describe some of the ways people may be involved in online communities and describe how they might collaborate	•I know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. Pol-Ed Keeping Safe: What are	•I understand what is meant by peer pressure. •I can explain what might or might not be		•I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted	•I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

	constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	the risks with money?	discrimination. •I understand that discrimination is wrong. •I understand how to make informed decisions. Pol-Ed Relationships hip: What is peer pressure?		adult before purchasing.	•I can explain how to block abusive users. •I can describe how helpline services can help people experiencing bullying, and know how to access them (e.g. Childline or The Mix).
Additional curriculum opportunities		Careers fayre		•Knife crime workshop with local PC •Virtual reality headsets: knife crime	Resource to support lessons: Pol-Ed Keeping Safe: What is media literacy?	Resource to support lessons: Pol-Ed Wellbeing: How might puberty impact the way I feel?

Year 6	**Autumn 1**	**Autumn term 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Project title	What is my moral compass?	How do we stay safe at home and in the community?	How can we make safe and informed decisions in a digital world?	How can the media influence people?	How do relationships change as we grow?	What makes a successful move forward?
Lesson 1 teaching points	**<u>Change Makers</u>**	•I understand how to stay safe in public places and the local community	•I can explain how the media, including online experiences,	•I can explain how search engines work and how results are	•I know that people have different kinds of relationships in their lives,	•I can explain how puberty relates to growing from

			can affect people's wellbeing – their thoughts, fee lings and actions. •I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	selected and ranked. •I can explain how to use search technologies effectively. •I can explain how informati on is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.	including romantic or intimate relationships. •I understand that people who are attracted to and love each other can be of any gender, ethnici ty or faith. •I know that couples care for one another. Pol-Ed Relationship s: How can we respect different relationships?	childhood to adulthood. Pol-Ed (Y5) Wellbeing: How might puberty impac t the way I feel?
Lesson 2 teaching points	**Change Makers**	•I understand how to make choices that support a healthy, balanced lifestyle including: » how to mai ntain good dental health, including oral hygiene, food and drink choices » how to ben efit from and stay safe in the sun	•That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. Pol-Ed Relationships : How can we challenge sexism?	•I can describe how some online information can be opinion and can offer examples. •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	•I know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. •I understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. Pol-Ed Understanding the Law: What	•I can explain how growing up and becoming more independent comes with increased opportunities and responsibilitie s. •I understand how friendships may change as I grow and know how to manage this. Pol-Ed Wellbeing: What does

				perhaps even legal. •I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. •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.	does the law say about marriage?	adulthood look like?
Lesson 3 teaching points	**Change Makers**	•I understand how to make choices that support a healthy, balanced lifestyle including: » how sleep contributes to a healthy lifestyle; the effects of poor sleep;	•How text and images can be manipulated or invented; strategies to recognise this. •I can describe effective ways people can manage passwords	•I can describe the difference between online misinformation and dis-information. •I can explain why information that is on a large number of sites may still be	I can explain that abuse can happen in different types of relationships and is always wrong. I understand that abusive behaviour can include emotional, verbal or	•I can explain how to manage change, including moving to secondary school. I know how to ask for support or where to seek further information

		strategies that support good quality sleep » how to manage the influence of friends and family on health choices •I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. Pol-Ed Wellbeing: How can I seek support for my mental health?	(e.g. storing them securely or saving them in the browser). •I can explain what to do if a password is shared, lost o r stolen.	inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	controlling actions, not just physical harm. I know that if something feels unsafe or wrong, I should tell a trusted adult. I can describe ways to seek help and support for myself or others.	and advice regardi ng growing up and changing. Pol-Ed Wellbeing: Ho w can I manage moving to high school positively?
Lesson 4 teaching points	**<u>Change Makers</u>**	•I know that habits can be healthy or unhealthy an d can list strategies to help change or break an unhealthy habit or take up a new healthy one. •I know how to make choices that support a healthy,	•I can describe how and why people should keep their software and apps up to date, e.g. auto updates. •I can describe simple ways to increase privacy on apps and services that	•I can define the terms 'influence', 'ma nipulation' and 'persuasion' and explain how someone might encount er these online (e.g. advertising and 'ad targeting' and targeting for fake news). •I understand the concept of persuasive design and	•I can recognise behaviours that are respectful and those that are harmful or unsafe. •I understand that harmful behaviour towards girls and women (and anyone) is wrong and should not be accepted.	•I know what is meant by the term 'crime'. •I can evaluate the impact that different crimes can have on people. •I know that my actions could impact my future. Pol-Ed Understanding the Law:

		balanced lifestyle including: » how and why to balance time spent online with other activities •I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet an d exercise). Pol-Ed Wellbeing: How can I reframe my thinking?	provide privacy settings.	how it can be used to influence peoples' choices.	•I can explain how stereotypes and attitudes can lead to unfair or harmful behaviour. •I understand the importance of speaking up, seeking help, and supporting others safely. •I know how to respond if I feel unsafe or witness behaviour that is not respectful.	What different types of crime are there?
Lesson 5 teaching points	**Change Makers**	•I understand how legal and illegal drugs can affect health and know ho w to manage situations involving them. Pol-Ed Keeping Safe: What is the issue with addiction? (Vaping/ smoking)?	•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 s uch content	•I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. •I know how to make decisions about the content I view online or in the	•I can describe issues online that could make anyone feel sad, worried, unco mfortable 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	•I know what is meant by 'antisocial behaviour'. •I can discuss the impact of antisocial behaviour. Pol-Ed Understanding the Law: What is antisocial behaviour?

		Pol-Ed Understanding the Law: What does the law say about legal drugs?	(e.g. scams, phishing). •I know that online services have terms and conditions that govern their use.	media and know if it is appropriate for my age range. Pol-Ed Keeping Safe: How is my data shared?	get the help needed. Pol-Ed (Y5) Wellbeing: How might being online impact the way I feel?	
Lesson 6 teaching points	**Change Makers**	•I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Pol-Ed Keeping Safe: Why does media have restrictions?		•I know how to respond to and, if necessary, report information viewed online which is upsetting, frightening or untrue. •I can identify, flag and report inappropriate content.	•I understand what grief is and know it is a natural response to loss. •I can recognise different emotions people may feel when grieving. •I can list healthy ways to cope with and express grief. Pol-Ed Wellbeing: What is grief?	•I can explain what is meant by theft from shop. •I can discuss how theft from shop impacts others. •I can explain how peer pressure can influence me. Pol-Ed Understanding the Law: What is shop theft?
Additional curriculum opportunities	Parent meeting: menstruation and attendance Puberty taught by class teachers as part of the Science curriculum	School nurse workshop: puberty and menstruation				Virtual reality headsets: antisocial behaviour