

Online Safety Curriculum Overview

Online Safety Curriculum Overview (Based on Coram Life)			
Year	Autumn	Spring	Summer
EYFS	<p>Nursery</p> <ul style="list-style-type: none"> -How to use the class whiteboard and iPads safely 	<p>Nursery</p> <ul style="list-style-type: none"> - Discuss how to use simple programs safely and accurately 	<p>Nursery</p> <ul style="list-style-type: none"> - Discuss how to ask an adult before using technology at home
	<p>Reception</p> <ul style="list-style-type: none"> - How to use different types of Technology safely 	<p>Reception</p> <ul style="list-style-type: none"> - WK5: Keeping Safe Online - What to do if you see something that makes you feel scared or sad? Safety Rules, do not use the internet without asking an adult first. Safer internet rules - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p>Reception</p> <ul style="list-style-type: none"> - Re-capping/Discussing the importance of sharing concerns with an adult. - Re-capping/Discussing the importance of the rules and principles of how we can keep safe online. - Re-cap/Discuss how to use/access different types of technology safely both at school and at home

EYFS extra/other coverage		E- Safety week Safer Internet Day- 9th February	
Y1		W4: Good or bad touches? <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	
	W2: Unkind, tease or bully <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. W3: Harold's school rules <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). W9? (xmas week): Who can help? <ul style="list-style-type: none"> How to recognise and report feelings of being unsafe or feeling bad about any adult. Missing from y1: Sharing pictures <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content 		W2: Surprises and secrets <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	<p>and contact, and how to report them.</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • Where and how to report concerns and get support with issues online. 		
Year 1 extra/other coverage			
Y2	<p>W5: Don't do that</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult 	<p>W1: Getting on with others</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W2: How safe would you feel?</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W3: What should Harold say?</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>W4: I don't like that</p> <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	

		<p>W5: Fun or not?</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W6: Should I tell?</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W6: Should secrets should never be kept:</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	
	<p>W1: Let's all be happy</p> <ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom 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). <p>W2: Unkind, tease or bully?</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>W6: Types of bullying</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the 		

	<p>impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. <p>Missing from y2: Playing Games</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the benefits of rationing 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. • That for most people the internet is an integral part of life and has many benefits. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment 		
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	can take place, which can have a negative impact on mental health.		
Year 2 extra/other coverage			
Y3	<p>W1: As a rule</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted. <p>W6: Dan's dare</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<p>W2: Danger or risk?</p> <ul style="list-style-type: none"> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>Week 5: Super searcher</p> <ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. <p>W6: None of your business</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of 	<p>W2: I am fantastic</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. <p>W6: Relationship Tree</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

		<p>respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support with issues online. 	
	<p>W1: Safe or unsafe?</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W6: Let's celebrate our differences</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • That the internet can also be a negative place where online 	<p>W1: Raisin Challenge</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>W4: Recount task</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

	<p>abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>W7: ZEB</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 		
Year3 extra/other coverage	We did a section on appropriate videos that you may come across online and what to do if you see these.		
Y4	<p>W7: Under pressure:</p> <ul style="list-style-type: none"> • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>W1: Picture Wise:</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How information and data is shared and used online. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. <p>W2: How dare you!:</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with 	

		<p>peers and others (including in a digital context).</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W5: Keeping ourselves safe:</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W6: Raisin Challenge:</p> <ul style="list-style-type: none"> How information and data is shared and used online. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the benefits of rationing 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. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	
	<p>W2: Islands:</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W4: What would I do?:</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of 	<p>WL2: How to make a difference :</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>W5: In the news:</p>	<p>W1: Moving house:</p> <ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom 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).

	<p>bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>W6: That is such a stereotype:</p> <ul style="list-style-type: none"> How information and data is shared and used online. <p>W7: Danger, risk or hazard?:</p> <ul style="list-style-type: none"> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online. How information and data is shared and used online. <p>W3: Safety in numbers:</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>W2: Secret or surprise:</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
Year 4 extra/other coverage			
Y5	<p>W6: Our emotional needs</p> <ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom 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). <p>W7: Communication</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful 	<p>W2: Taking notice of our feelings</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>W6: Dear Ash</p> <ul style="list-style-type: none"> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>W2:Smoking: what is normal?</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <p>W3: Would you risk it?</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W4: What's the story?</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <p>W5: Fact or opinion?</p>

	<p>content and contact, and how to report them.</p> <ul style="list-style-type: none"> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		<ul style="list-style-type: none"> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	<p>W3: Happy being me</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W5: Is it true?</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. 	<p>W1: Stop, start, stereotypes</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W3: Spot Bullying</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Why social media, some computer games and online gaming, for example, are age restricted. <p>W4: Ella's diary dilemma</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with 	<p>W5: Star qualities?</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the benefits of rationing 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. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>peers and others (including in a digital context).</p> <p>W6:Play, like, share</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support with issues online. 	
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Year 5 extra/other coverage			
Y6	<p>W1: Helpful or unhelpful? Making change</p> <ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom 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). <p>W2: I look great</p> <ul style="list-style-type: none"> About the benefits of rationing 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. <p>W3: Media manipulation</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. About the benefits of rationing 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. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>W1a: Think before you click</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>W1b: To share or not to share</p> <ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>W1: Five ways to wellbeing project</p> <ul style="list-style-type: none"> About the benefits of rationing 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. <p>W4: What's the risk (1)</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>W5: What's the risk (2)</p> <ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

	<p>W4: Pressure online</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support with issues online. <p>W2: Traffic lights</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How information and data is shared and used online. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. <p>W3: Rat Park</p> <ul style="list-style-type: none"> • Where and how to seek support (including recognising the triggers for seeking support), including whom 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). <p>W6a: Joe's story (Part1)</p> <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	
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	<p>W3: Behave yourself</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>W6: Acting appropriately</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>W7: It's a puzzle</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>W1a: Two sides to every story</p> <ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <p>W1b: Fakebook friends</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. Why social media, some computer games and online gaming, for example, are age restricted. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	

	<ul style="list-style-type: none"> • How information and data is shared and used online. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • That for most people the internet is an integral part of life and has many benefits. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • Where and how to report concerns and get support with issues online. 		
Year 6 extra/other coverage			

Whole School Topics:

DfE Relationships Education and Health Education statutory requirements (the statements highlighted relate to online safety)

Relationships Education

Families and people who care for me

1. That families are important for children growing up because they can give love, security and stability.
2. The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
5. That marriage represents 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing (Health Education)

Mental Wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. Where and how to seek support (including recognising the triggers for seeking support), including whom 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).

Internet safety and Harms

1. That for most people the internet is an integral part of life and has many benefits.
2. About the benefits of rationing 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.
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
4. Why social media, some computer games and online gaming, for example, are age restricted.
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
7. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise 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, vigorous exercise.
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

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
3. 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 and tobacco

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
4. The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing including the key facts about the menstrual cycle.