



Relationships Education

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
• families and people who care for me	T4 - UTC			T2 - TC
• caring friendships	T1- TAF; T3 - AVS		T6- CFWM	T6- IHAD
• respectful relationships	T6 - CFWM	T2 – MTFBWY; T3 – L&O; T6- CF	T6- CFWM	T3- WOTW; T6- IHAD
• online relationships	T3 - AVS	T1- LS	T2 – GWTF;	T1- AWOFI
• being safe	T6 - CFWM	T3 – L&O; T6- CF	T1- MC; T6- CFWM	T3- WOTW;
• mental wellbeing	T2-RTF; T4 - UTC	T5 - VW	T4 – FOB; T5 - BB	T2 – TC; T2- TT; T3- WOTW;
• internet safety and harms	T3 - AVS	T1- LS		T1- AWOFI
• physical health and fitness	T2-RTF; T4 - UTC		T4 - FOB	T3- WOTW;
• healthy eating	T6 - CFWM	T4 - POP		T1- AWOFI
• facts and risks associated with drugs, alcohol and tobacco	T6 - CFWM		T2 – GWTF; T3- YNI	
• health and prevention	T4 - UTC		T5 - BB	T3- WOTW;
• basic first aid			T4 - FOB	
• changing adolescent body	T5 - SK		T5 - BB	T6- IHAD



End Goals

Adventurers / LKS2

Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment. By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively.

Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle.

Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.

Navigators / UKS2

Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it.

In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11th 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies.

As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.





ADVENTURERS – (Years 3&4)

Skills Progression		
PSHE Skills Adventurers 1 and 2 / Year 3 and 4		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p> <p>PW24 Recognise why people work</p> <p>PW26 Recognise what influences the choices people make about how money is spent</p> <p>PW27 Reflect on the range of skills needed in different jobs</p> <p>PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising</p> <p>PW29 Face new challenges positively and know when to seek help</p> <p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW31 Reflect on own mistakes and make amends</p> <p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW33 Begin to make responsible choices and consider consequences</p> <p>PW34 Develop strategies for managing and controlling strong feelings and emotions</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW38 Extend strategies to cope with risky situations</p> <p>PW39 Behave safely and responsibly in different situations</p> <p>PW40 Follow school rules about health and safety and know where to get help</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW42 Identify strategies to respond to negative behaviour constructively and ask for help</p> <p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW65 Recognise how new relationships may develop</p>	<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci5 Work co-operatively, showing fairness and consideration to others</p> <p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Ci9 Recognise the need to take responsibility for actions</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci11 Identify and understand why laws are made and how they are applied justly</p> <p>Ci12 Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people's actions on others and the environment</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci16 Make decisions, giving consideration to the impact they may have on others</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p>



Knowledge Progression Term 1 & Term 2

Adventurers 1 / Y3



That's All, Folks! (Term 1)

PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.

Concepts

- Understand that everyone has different strengths and weaknesses
- Know how to set realistic targets
- Understand how to break down the steps needed to achieve a goal

Additional PSHE lessons taught:

Core 2 Unit 5 Lesson 1: Friendship – Best Features

Concepts

- Know and understand the features of a good friend
- Understand why it is important to be positive in relationships with others

Core 2 Unit 5 Lesson 2: Friendship – Circles Time

Concepts

- Know how important friendships are in making us feel happy and secure, and how people choose and make friends
- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Know and understand the features of a good friend
- Understand why it is important to be positive in relationships with others

Core 2 Unit 5 Lesson 3: Friendships – Falling Out

Concepts

- Know 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
- Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Core 2 Unit 5 Lesson 4: Friendships – The BAFAs

Concepts

- Know and understand that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Understand why it is important to be positive in relationships with others

Adventurers 2 / Y4



Lightning Speed

In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.

Concepts

- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- To begin to make responsible choices and consider consequences
- To use ICT safely including keeping electronic data secure
- To use ICT safely including using software features and settings

To know why social media, some computer games and online gaming, for example, are age restricted

Additional PSHE lessons taught:

Core 1 Unit 6 Lesson 5: Internet Use - Online Usage

Concepts





- Know that for most people the internet is an integral part of life and has many benefits
- Know 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 wellbeing

Core 1 Unit 6 Lesson 6: Internet Use – Age Limits

Concepts

- To know why social media, some computer games and online gaming, for example, are age restricted
- To know where and how to report concerns and get support with issues online



 <p>Lindow Man (Term 2)</p> <p>No PSHE in this project</p>  <p>Rocky the Findosaurus (Term 2)</p> <p>No PSHE in this project</p> <p>Additional PSHE lessons taught:</p> <p>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – I am Who I am!</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental <p>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – Hearts and Minds</p> <p>Concepts</p> <ul style="list-style-type: none"> • Become more self-aware <p>Core 1 Unit 1 Lesson 3: Physical, Emotional and Mental – Three in One</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why setting goals is important 	 <p>Out and About (Term 2)</p> <p>No PSHE in this project</p>  <p>May the Force Be With You (Term 2)</p> <p>No PSHE in this project</p> <p>Additional PSHE lessons taught:</p> <p>Core 3 Unit 3 Lesson 1: Gender Stereotypes – His and Hers</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know what a stereotype is, and how stereotypes can be unfair, negative and destructive • Know and understand the terms ‘discrimination’ and ‘stereotype’ • Challenge stereotypes relating to gender and work <p>Core 1 Unit 5 Lesson 5: Feelings – Overreacting</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
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Knowledge Progression Term 3 & Term 4

Adventurers 1 / Y3

Athens v Sparta

 In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in a group because each person has an important role to play. Pupils will discover that persistence can have negative effects especially when it comes to name-calling and other bullying behaviours.

Concepts

- Know how to recognise the difference between isolated hostile incidents and bullying
- Know how to recognise bullying behaviour
- Understand why it is important to listen to others
- Understand the terms 'resilience' and 'persistence' and why these character traits are important
- Understand why it is important to work collaboratively

Additional PSHE lessons taught:

Core 2 Unit 1 Lesson 1: Clear Messages – Dot, Dot, Dash

Concepts

- Recognise that there are many ways to communicate
- Understand the need to communicate clearly

Core 2 Unit 1 Lesson 2: How to Listen – Listen Up!

Concepts

- Understand why it is important to listen to others


Core 3 Unit 2 Lesson 1: Different Communities – My Community

Concepts

- Understand why it is important to be part of a community

Adventurers 2 / Y4

Law and Order

 Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.

Concepts

- Understand why rules are needed in different situations
- Recognise that rules may need to be changed
- Understand why it is important to plan ahead and think of potential consequences as a result of their actions
- Understand why it is important to behave responsibly
- Recognise that actions have consequences

Additional PSHE lessons taught:

Core 2 Unit 1 Lesson 3: Responding To Others – Agony Aunt

Concepts

- Understand why it is important to listen to others

Core 2 Unit 1 Lesson 4: Expressing Opinions – It's Debatable

Concepts

- Know how to communicate their opinions in a group setting
- Understand why it is important to listen to others

Core 1 Unit 5 Lesson 3: Loss / Separation – Left Behind

Concepts

- Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support



Under the Canopy



PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.

Concepts

- To know and understand how the make-up of family units can differ
- Understand how we are all connected by our similarities
- Understand that family units can be different and can sometimes change

Additional PSHE lessons taught:

Core 1 Unit 2 Lesson 1: A Balanced Approach – Define: Healthy

Concepts

- Understand the meaning of the word 'healthy'

Core 1 Unit 2 Lesson 2: Physical Exercise – Active Kids?

Concepts

- Know the risks associated with an inactive lifestyle (including obesity)
- Know the recommended guidelines for physical activity and understand the reasons for these

Core 1 Unit 3 Lesson 3: Lifestyle Choices – It's Your Choice

Concepts

- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Core 1 Unit 2 Lesson 4: Sleep – Sweet Dreams!

Concepts

- Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Picture Our Planet



Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.

Concepts

- Learn about and reflect on their own spending habits / choices
- Understand why financial management and planning is important from a young age

Additional PSHE lessons taught:

Core 1 Unit 3 Lesson 3: Working With Food – Master Chef

Concepts

- Know the principles of planning and preparing a range of healthy meals







Core 1 Unit 3 Lesson 4: Working With Food – Our Food Hall

Concepts

- Learn to prepare and cook a variety of dishes



Knowledge Progression Term 5 & Term 6

Adventurers 1 / Y3	Adventurers 2 / Y4
 <p style="text-align: center;">Three Giant Steps (Term 5)</p> <p style="text-align: center;">No PSHE in this project</p>  <p style="text-align: center;">Saxon King (Term 5)</p> <p style="text-align: center;">No PSHE in this project</p> <p>Additional PSHE lessons taught:</p> <p>Safe Zones (See Safe zones below)</p>	 <p style="text-align: center;">Window of the World (Term 2)</p> <p style="text-align: center;">No PSHE in this project</p>  <p style="text-align: center;">Viking Warrior (Term 2)</p> <p style="text-align: center;">No PSHE in this project</p> <p>Additional PSHE lessons taught:</p> <p>Safe Zones (See Safe zones below)</p>
 <p>Come Fly With Me! Africa</p> <p>In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff in plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know where different foods come from • Know about and understand the function of different food groups for a balanced diet • Understand why it is important to be part of a community • Understand that we need to protect and care for animals <p>Additional PSHE lessons taught:</p> <p>Core 1 Unit 7 Lesson 1: Before Puberty – You’ve Grown!</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person <p>Core 1 Unit 7 Lesson 2: Visible Changes – Mind the Gap</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand how to look after our teeth <p>Understand what happens when we lose teeth as grow up and why this happens</p> <p>Tough Topics - Substance Related Abuse</p> <p>Lesson 1 Keeping Safe</p> <p>Lesson 2 Taking Risks</p> <p>Lesson 3 Taking Drugs</p>	 <p>Cry Freedom</p> <p>Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the term ‘diversity’ and appreciate diversity within school • Learn about the need for tolerance for those who are different from us • Know what child labour is • Understand some of the causes and consequences • Know some of the ways that we can help to eliminate child labour <p>Additional PSHE lessons taught:</p> <p>Tough Topics - Extremism and Radicalisation</p> <p>Lesson 1 Building Courage and Resistance</p> <p>Lesson 2 Extreme Reactions</p> <p>Lesson 3 Minority Groups</p>



Key Vocabulary Term 1 & Term 2

Adventurers 1 / Y3	Adventurers 2 / Y4
That's All Folks! (Term 1)	Lightning Speed (Term 1)
strengths weaknesses talent target goal aim work ethic dream aspiration	online safety E-safety privacy personal information secret choices social media gaming age limits hacking
Lindow Man (Term 2)	Out and About (Term 2)
No PSHE in this project	No PSHE in this project
Rocky the Findosaur (Term 2)	May the Force Be With You (Term 2)
No PSHE in this project	No PSHE in this project





Key Vocabulary Term 3 & Term 4

Adventurers 1 / Y3	Adventurers 2 / Y4
Athens V Sparta (Term 3)	Law and Order (Term 3)
collaboration group work teamwork share listen group roles self-evaluation resilience persistence frustration bullying react negative positive	rules responsibility expectations planning visual auditory kinaesthetic outcomes teach reflect behaviour
Under the Canopy (Term 4)	Picture our Planet (Term 4)
lost missing empathise separation found family tree relationships family unit adopted fostered parents carers connection similarities family change	



Key Vocabulary Term 5 & Term 6

Adventurers 1 / Y3	Adventurers 2 / Y4
Three Giant Steps (Term 5)	Window of the World (Term 5)
No PSHE in this project	No PSHE in this project
Saxon King (Term 5)	Viking Warrior (Term 5)
No PSHE in this project	No PSHE in this project
Come Fly with Me – Africa! (Term 6)	Cry Freedom (Term 6)
plant animal protein carbohydrate vitamin fats balanced diet nutrition healthy lifestyle community ethnicity cultural poaching ivory	diversity discrimination stereotyping celebration strengths child labour dangerous jobs UNICEF



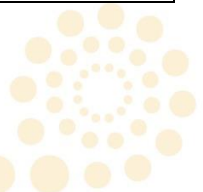


Adventurers Safe Zones

Safe Zone Knowledge Progression (from Education for a Connected World)	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p style="text-align: center;">Lesson 1 – Self-Image and Identity</p> <p>Mission: To create a new identity card to access the Safe Zone and to create an avatar for online presence. This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes. Key Vocabulary identity, avatar, safety, security, presence, breach, represent, change</p>	<p style="text-align: center;">Lesson 1 – Online Relationships & Online Bullying</p> <p>Mission: To understand downtime and how we should behave during it This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves. Key Vocabulary downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection</p>
<p style="text-align: center;">Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests. Part 2 - To understand cyber-bullying and offer advice on how to deal with it. This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this. Key Vocabulary communication, online, website, platform, chat, post, comment, bullying, advice, conversation</p>	<p style="text-align: center;">Lesson 2 – Health, Well-being and Lifestyle</p> <p>Mission: To reflect on screen time and what you access online In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit. Key Vocabulary distraction, focus, concentration, engrossed, limit, screen time, technology, audit</p>
<p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly. In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching. Key Vocabulary Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS</p>	<p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To question the validity of online sources of information In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these. Key Vocabulary fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal</p>



<p style="text-align: center;">Lesson 4 – Health, Well-being and Lifestyle</p> <p>Mission: To complete a reflective assessment of your current computing usage and activity. In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete 'Health and Well-being assessments' by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online.</p> <p>Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire</p>	<p style="text-align: center;">Lesson 4 – Self-Image and Identity</p> <p>Mission: To review online identity. In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens.</p> <p>Key Vocabulary violation, protocol, identity, impersonation, pretend, public, social media, implications</p>
<p style="text-align: center;">Lesson 5 – Privacy and Security</p> <p>Mission: To understand the practice of creating passwords for online files and identifying and generating good passwords. In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others.</p> <p>Key Vocabulary password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure</p>	<p style="text-align: center;">Lesson 5 – Copyright and Ownership</p> <p>Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>
<p style="text-align: center;">Lesson 6 – Copyright and Ownership</p> <p>Mission: To understand that work can be easily copied online and to consider the information I share. In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work.</p> <p>Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action</p>	<p style="text-align: center;">Lesson 6 – Privacy and Security</p> <p>Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>











NAVIGATORS – (Years 5&6)

Skills Progression		
PSHE Skills Navigators 1 and 2 / Year 5 and 6		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>PW47 Recognise how people manage money and learn about basic financial capability</p> <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW49 Look after their money and realise that future wants, and needs may be met through saving</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability</p> <p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW54 Begin to set personal goals</p> <p>PW55 Take action based on responsible choices</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>	<p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW13 Listen to and show consideration for other people’s views</p> <p>HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people’s views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p>Ci18 Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Ci19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others</p> <p>Ci20 Identify different forms of discrimination against people in societies</p> <p>Ci21 Discuss how people can live and work together to benefit their communities</p> <p>Ci23 Consider the main features of a democracy</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p> <p>Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making</p>



Knowledge Progression Term 1 & Term 2

Navigators 1 / Y5	Navigators 2 / Y6
 <p>Mission Control (Term 1) There is no PSHE taught in this project.</p> <p>Additional PSHE lessons taught: Core 3 Unit 1 Lesson 1: Structure – Just Imagine Concepts</p> <ul style="list-style-type: none"> Understand why structure is needed in different situations Understand the term ‘anarchy’ and understand the implications of living in an anarchic society <p>Core 3 Unit 1 Lesson 2: Law and Order – In Charge Concepts</p> <ul style="list-style-type: none"> Know and understand the meaning of the following :- democracy, sovereignty, dictatorship, government, monarchy <p>Core 3 Unit 1 Lesson 3: U.N Rights – Our Rights Concepts</p> <ul style="list-style-type: none"> Learn about organisations such as the United Nations Understand the importance and significance of equal rights 	 <p>A World of Bright Ideas In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p>Concepts</p> <ul style="list-style-type: none"> Know how to cook and apply the principles of nutrition and healthy eating Prepare and cook with a variety of ingredients, using a range of cooking techniques <p>Additional PSHE lessons taught: Core 1 Unit 5 Lesson 6: Internet Safety – Fake News Concepts</p> <ul style="list-style-type: none"> To 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>Core 1 Unit 3 Lesson 1: Identified Strengths – Big Dreams Core 1 Unit 3 Lesson 2: Identified Strengths – Big Achievers Concepts</p> <ul style="list-style-type: none"> Be able to reflect on past achievements Recognise achievements of others as being worthwhile and important
 <p>The Rescuers (Term 2) No PSHE in this project</p>  <p>Go With the Flow (Term 2) No PSHE in this project</p> <p>Additional PSHE lessons taught: Core 2 Unit 4 Lesson 5: Online Relationships – A Risky Business Concepts</p> <ul style="list-style-type: none"> Know 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 Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Know 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>Core 1 Unit 5 Lesson 1: Drugs – Just Say No! Core 1 Unit 5 Lesson 2: Alcohol – Drink Aware Concepts</p> <ul style="list-style-type: none"> Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	 <p>True Crime (Term 2) No PSHE in this project</p>  <p>Time Team (Term 2) No PSHE in this project</p> <p>Additional PSHE lessons taught: Core 1 Unit 3 Lesson 3: Setting Goals – Super Futures Concepts</p> <ul style="list-style-type: none"> To set personal goals To think about their own strengths and weaknesses when setting goals <p>Core 1 Unit 3 Lesson 4: Setting Goals – I can do that!</p> <ul style="list-style-type: none"> To be able to see how their learning now can influence their future learning and work choices <p>Be aware of a wide range of careers, opportunities and job choices available to them at local colleges</p>



Knowledge Progression Term 3 & Term 4

Navigators 1 / Y5



You're Not Invited (Term 3)

There is no PSHE taught in this project.

Additional PSHE lessons taught:

Core 1 Unit 1 Lesson 4: Physical Illness - Bleugh!

Concepts

- Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Core 1 Unit 5 Lesson 3: Tobacco – Up In Smoke

Core 1 Unit 5 Lesson 4: Substance Abuse - Let's Be Frank

Concepts

- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Navigators 2 / Y6



Wars of the World (Term 3)

In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be led into listening to and taking part in extreme activities. This unit uses the events of September 11th 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.

Concepts

- Understand the meaning and importance of resilience and courage
- Recognise and know how to deal with situations involving peer pressure
- Recognise the features of extremism
- Identify why and how people are recruited into extremist activity
- Identify some of the stereotypes relevant to extremism
- Understand how extremism can lead to harm
- Recognise extremism and radicalisation
- Identify why and how people are recruited into radicalised activity
- Identify the risks faced in relation to extremist activity
- Understand how they can lead to harm
- Identify some of the stereotypes relevant to radicalisation

Additional PSHE lessons taught:

Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – 3-Dimensional

Concepts

- Know that mental wellbeing is a normal part of daily life, in the same way as physical health
- Know about the basic synergy between physical emotional and mental health

Core 1 Unit 1 Lesson 6: Immunisation – One Sharp Scratch

Concepts

- To know the facts and science relating to allergies, immunisation or vaccination

Core 1 Unit 1 Lesson 5: Healthy Minds – Young Minds

Concepts

- To know how and when to seek support including which adults to speak to in school if they are worried about their health
- To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough



Full of Beans (Term 4)



Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.

Concepts

- Know and understand financial terms such as loan, interest, tax and discount
- Learn about budgeting and what it means to budget
- Understand why financial management and planning is important from a young age
- Know and understand financial terms such as loan, interest, tax and discount

Understand why aspirations are important in helping to plan for the future

Additional PSHE lessons taught:

Core 1 Unit 2 Lesson 1: Food Choices – Secret Eaters

Concepts

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know about the different food groups and their related importance as a part of a balanced diet
- Develop an awareness of their own dietary needs

Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive

Concepts

- Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know about and understand the importance of touch in a range of contexts
- Know the difference between appropriate and inappropriate touches
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult

Core 1 Unit 5 Lesson 5: Basic First Aid – First Aid Tips

Concepts

- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries



Global Warning (Term 4)

There is no PSHE taught in this project

Additional PSHE lessons taught:

Core 2 Unit 4 Lesson 3: Marriage – I Promise...

Concepts

- Know that marriage represents and formal legally recognise commitment for two people to each other which is intended to be lifelong

Core 2 Unit 4 Lesson 2: Support and Care – Connections

Concepts

- Know that relationships can change as a result of growing up

Core 3 Unit 4 Lesson 1: Generating Income – Making Money

Concepts

- Know and understand the principles of enterprise
- Understand profit and loss

Core 3 Unit 4 Lesson 2: Generating Income – Raising Money







Concepts

Know and understand the principles of charity work





Knowledge Progression Term 5 & Term 6

Navigators 1 / Y5	Navigators 2 / Y6
 <p style="text-align: center;">Been Around The World (Term 5)</p> <p style="text-align: center;">No PSHE in this project</p>  <p style="text-align: center;">British Bulldog (Term 5) No PSHE in this project</p> <p style="text-align: center;">Safe Zones (See Safe zones below)</p>	 <p style="text-align: center;">In Your Element (Term 5) No PSHE in this project</p>  <p style="text-align: center;">The Pharaoh Queen (Term 5) No PSHE in this project</p> <p style="text-align: center;">Safe Zones (See Safe zones below)</p>
<p style="text-align: center;">Come Fly With Me! America</p> <p> Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren't listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the importance of listening to others • Understand the role of the listener in any relationship • Recognise that there are many ways to communicate • Understand the need to both listen and speak when communicating with others • Understand the benefits of living in a diverse community and learn to celebrate diversity <p>Additional PSHE lessons taught: Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – What's Puberty</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes <p>Core 1 Unit 1 Lesson 3: Healthy Lifestyle – You Choose!</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the characteristics and mental and physical benefits of an active lifestyle <p>Understand the importance of making changes in adopting a more healthy lifestyle Tough Topics – Peer on Peer abuse</p> <p>Concepts</p> <ul style="list-style-type: none"> • To know what peer-on-peer abuse is and give examples of this:- physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying • To understand some of the consequences of peer-on-peer abuse • To know how to avoid getting involved with peer-on-peer abuse • To know how and where to get help <p>Tough Topics – Knife Crime</p> <p>Concepts</p> <ul style="list-style-type: none"> • To understand some of the reasons why some young people choose to carry a knife • To know the potential consequences of carrying a knife • To know how young people can take steps to live knife-free • To know that help and support is available <p>Tough Topics – Self-Harm</p>	<p style="text-align: center;">"I Have a Dream..."</p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Learn about cultural differences and how diverse cultures can enhance societies • Learn about gender discrimination and its impact <p>Additional PSHE lessons taught:</p> <p>Relationships and Sex Education</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how and understand why close relationships are formed, especially during adolescence • Understand why friendship is important in the establishment of close relationships • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!) • Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relationship • Understand what an unhealthy relationship is and know how to deal with relationship issues • Know about gender identities and have an awareness of transgender issues, including gender reassignment • Understand the difference between being a transgender person and a cross-dresser



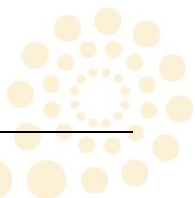
Concepts

- To understand what is meant by self-harm
- To recognise some of the ways in which people self-harm
- To know some of the reasons why individuals self-harm
- To know some of the ways in which people try to hide self-harming
- To know how The Butterfly Project is used as one strategy for coping
- To know what other help and support is available

Tough Topics – Child Labour

Concepts

- To know what child labour is
- To understand some of the causes and consequences
- To know some ways that we can help to eliminate child labour





Key Vocabulary Term 1 & Term 2	
Navigators 1 / Y5	Navigators 2 / Y6
Mission Control (Term 1)	A Word of Bright Ideas (Term 1)
No PSHE in this project	ingredient teamwork food invention menu success criteria review score
The Rescuers	True Crime?
No PSHE in this project	No PSHE in this project
Go With the Flow	Time Team
No PSHE in this project	No PSHE in this project





Key Vocabulary Term 3 & Term 4	
Navigators 1 / Y5	Navigators 2 / Y6
You're Not Invited (Term 3)	Wars of the World (Term 3)
No PSHE in this project	vulnerable extremism resilience radicalisation courage misinformation parallel extreme terrorism Ground Zero World Trade Centre internet
Full of Beans (Term 4)	Global Warning (Term 4)
interest budget VAT discount percentage financial planning value tax loan salary	No PSHE in this project





Key Vocabulary Term 5 & Term 6	
Navigators 1 / Y5	Navigators 2 / Y6
Been Around the World (Term 5) No PSHE in this project	A Word of Bright Ideas (Term 5) ingredient teamwork food invention menu success criteria review score
British Bulldog (Term 5) No PSHE in this project	The Pharaoh Queen (Term 5) No PSHE in this project
Come Fly With Me (Term 6) listening cross-cultural understanding ignored reflection UN misinterpretation misinformation collaborating planning event	I Have a Dream (Term 6) collaboration roles community charter culture difference festival tradition gender stereotype aspirations





Navigators Safe Zones

Safe Zone Knowledge Progression (Education for a Connected World)	
Navigators 1 / Year 5	Navigators 2 / Year 6
<p style="text-align: center;">Lesson 1 – Privacy and Security</p> <p>Mission: To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly. Key Vocabulary permissions, data, accept, company, money, profit, password, strong, special character, share, secure</p>	<p style="text-align: center;">Lesson 1 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure your digital identity is protected and spot when something online might not be as it seems In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet Legends game 'Interland'. Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being</p>
<p style="text-align: center;">Lesson 2 – Self-Image and Identity</p> <p>Mission: To update our avatar for online presence and demonstrate a positive online presence In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves. Key Vocabulary copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change</p>	<p style="text-align: center;">Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: To debate whether the sharing of certain content online is okay In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online. Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing</p>
<p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: Be sceptical and evaluate digital content before taking it as fact In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island. Key Vocabulary influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction</p>	<p style="text-align: center;">Lesson 3 – Self-Image and Identity</p> <p>Mission: To understand and challenge stereotypes online In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences. Key Vocabulary stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration</p>





<p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle</p> <p>Mission: To understand the effect technology can have on our health and well-being both positive and negative In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky.</p> <p>Key Vocabulary mindfulness, meditation, relaxation, awareness, focus, health, mental health, hormones, age-appropriate, access, support, guidance, loot box, online purchasing, chance, gambling, finance</p>	<p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information</p> <p>Mission: To understand the challenges we face while using technology and identify strategies to stay healthy In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology.</p> <p>Key Vocabulary Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction</p>
<p style="text-align: center;">Lesson 5 – Copyright and Ownership</p> <p>Mission: To understand when online content can be reused and give examples In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages.</p> <p>Key Vocabulary reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution</p>	<p style="text-align: center;">Lesson 5 & 6 – Privacy and Security & Copyright and Ownership</p> <p>Mission: To understand good practice in terms of privacy and security and pass this on to others Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupil-led activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others.</p> <p>Key Vocabulary passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice</p>
<p style="text-align: center;">Lesson 6 – Online Relationships & Online Bullying</p> <p>Mission: To create an anti-cyberbullying video In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch.</p> <p>Key Vocabulary communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying</p>	





	Year 3								Year 4								
PSHE Skills - Personal Wellbeing Skills	That's All Folks	Lindow Man	Rocky the Findosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	seasons around the world
PW6 Recognise what they are good at																	
PW7 Recognise, name and manage their feelings in a positive way																	
PW24 Recognise why people work																	
PW 25 Identify the range of jobs carried out by the people they know																	
PW26 Recognise what influences the choices people make about how money is spent																	
PW27 Reflect on the range of skills needed in different jobs																	
PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising																	
PW29 Face new challenges positively and know when to seek help																	
PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements																	
PW31 Reflect on own mistakes and make amends																	
PW32 Talk about their views on issues that affect themselves and their class																	
PW33 Begin to make responsible choices and consider consequences																	
PW34 Develop strategies for managing and controlling strong feelings and emotions																	
PW35 Show awareness of changes that take place as they grow																	
PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle																	
PW38 Extend strategies to cope with risky situations																	



PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs																			
PW65 Recognise how new relationships may develop																			
PW66 React on the many different types of relationships that exist																			
PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships																			
PW68 Manage changing emotions and recognise how they can impact on relationships																			
PW69 Talk with a wide range of adults																			





PSHE Skills Health and Wellbeing Skills (covers all phases)	Year 3								Year 4								seasons around the world
	That's All Folks	Lindow Man	Rocky the Findosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	
HW1 Know how to keep safe and how and where to get help																	
HW2 Recognise right and wrong, what is fair and unfair and explain why																	
HW3 Recognise how attitude and behaviour, including bullying, may affect others																	
HW4 Recognise and respect similarities and differences between people																	
HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help																	
HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk																	
HW8 Recognise stereotyping and discrimination																	
HW9 Recognise their strengths and how they can contribute to different groups																	
HW10 Recognise the factors influencing opinion and choice, including the media																	
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively																	
HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health																	
HW13 Listen to and show consideration for other people's views																	
HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve																	
HW15 Listen to, reflect on and respect other people's views and feelings																	



HW16 Negotiate and present their own views																		
HW17 Self-assess, understanding how this will help their future actions																		
HW18 Work and play independently and in groups, showing sensitivity to others																		
HW19 Use strategies to stay safe when using ICT and the internet																		
HW20 Work independently and in groups, taking on different roles and collaborating towards common goals																		
HW21 Use ICT safely including keeping electronic data secure																		
HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals																		
HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions																		
HW24 Challenge stereotyping and discrimination																		
HW25 Manage risk in everyday activities																		
HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency																		
HW27 Use ICT safely including using software features and settings																		
HW28 Respond to challenges, including recognising, taking and managing risk																		





	Year 3								Year 4								
PSHE Skills - Citizenship Skills	That's All Folks	Lindow Man	Rocky the Findosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	seasons around the world
Ci8 Show awareness of issues affecting communities and groups																	
Ci9 Recognise the need to take responsibility for actions																	
Ci10 Identify the difference between needs and wants																	
Ci11 Identify and understand why laws are made and how they are applied justly																	
Ci12 Recognise the importance of local organisations in providing for the needs of the local community																	
Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally																	
Ci14 Reflect on the impact of people's actions on others and the environment																	
Ci15 Work co-operatively, showing fairness and consideration to others																	
Ci16 Make decisions, giving consideration to the impact they may have on others																	
Ci24 Work collaboratively towards common goals																	
Ci25 Reach agreements, make decisions and manage discussions to achieve positive results																	





	Year 5								Year 6							
PSHE Skills - Personal Wellbeing Skills	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements																
PW35 Show awareness of changes that take place as they grow																
PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle																
PW41 Begin to make informed lifestyle choices																
PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness																
PW46 Identify the skills they need to develop to make their own contribution in the working world in the future																
PW47 Recognise how people manage money and learn about basic financial capability																
PW48 Make connections between their learning, the world of work and their future economic wellbeing																
PW49 Look after their money and realise that future wants, and needs may be met through saving																
PW50 Show initiative and take responsibility for activities that develop enterprise capability																
PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support																
PW52 Talk, write and explain their views on issues that affect the wider environment																
PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way																
PW54 Begin to set personal goals																
PW55 Take action based on responsible choices																
PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures																



	Year 5								Year 6							
PSHE Skills - Health and Wellbeing Skills (covers all phases)	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
HW2 Recognise right and wrong, what is fair and unfair and explain why																
HW4 Recognise and respect similarities and differences between people																
HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help																
HW8 Recognise stereotyping and discrimination																
HW9 Recognise their strengths and how they can contribute to different groups																
HW10 Recognise the factors influencing opinion and choice, including the media																
HW11 Recognise how their behaviour and that of others may influence people both positively and negatively																
HW13 Listen to and show consideration for other people's views																
HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve																
HW15 Listen to, reflect on and respect other people's views and feelings																
HW16 Negotiate and present their own views																
HW17 Self-assess, understanding how this will help their future actions																
HW18 Work and play independently and in groups, showing sensitivity to others																
HW19 Use strategies to stay safe when using ICT and the internet																
HW20 Work independently and in groups, taking on different roles and collaborating towards common goals																



HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions																
HW24 Challenge stereotyping and discrimination																
HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency																
HW28 Respond to challenges, including recognising, taking and managing risk																





	Year 5								Year 6							
PSHE Skills - Citizenship Skills	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
Ci2 Recognise the difference between right and wrong and what is fair and unfair																
Ci10 Identify the difference between needs and wants																
Ci15 Work co-operatively, showing fairness and consideration to others																
Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice																
Ci18 Recognise that communities and the people within them are diverse, changing and interconnected																
Ci19 Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others																
Ci20 Identify different forms of discrimination against people in societies																
Ci21 Discuss how people can live and work together to benefit their communities																
Ci23 Consider the main features of a democracy Ci24 Work collaboratively towards common goals																
Ci24 Work collaboratively towards common goals																
Ci25 Reach agreements, make decisions and manage discussions to achieve positive results																
Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making																