




## PSHE and Safeguarding Curriculum Whole School Long Term Plan



EYFS						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Self-identity.</li> <li>- Understanding feelings.</li> <li>- Being in a classroom.</li> <li>- Being gentle.</li> <li>- Rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying talents.</li> <li>- Being special.</li> <li>- Families.</li> <li>- Where we live.</li> <li>- Making friends.</li> <li>- Standing up for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>- Challenges.</li> <li>- Perseverance.</li> <li>- Goal-setting.</li> <li>- Overcoming obstacles.</li> <li>- Seeking help.</li> <li>- Jobs.</li> <li>- Achieving goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Exercising bodies.</li> <li>- Physical activity.</li> <li>- Healthy food.</li> <li>- Sleep.</li> <li>- Keeping clean.</li> <li>- Safety.</li> </ul>	<ul style="list-style-type: none"> <li>- Family life.</li> <li>- Friendships.</li> <li>- Breaking friendships.</li> <li>- Falling out.</li> <li>- Dealing with bullying.</li> <li>- Being a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Bodies.</li> <li>- Respecting my body.</li> <li>- Growing up.</li> <li>- Growth and change.</li> <li>- Fun and fears.</li> <li>- Celebrations.</li> </ul>
<b>Links to: SMSC British Values</b>	S, M, Sp, C D, RoL, IL, MR, T	S, M, Sp, C D, RoL, IL, MR, T	S, M, Sp, C D, IL, MR, T	S, M, Sp, C RoL, IL, MR, T	S, M, Sp, C D, RoL, IL, MR, T	S, M, Sp, C IL, MR, T

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Assessment Outcomes	Children will be assessed using the Development Matters Curriculum at each assessment phase. Aspects of PSHE will be found in PSED, C&L, PD and UW.					
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Bonfire night - safety - fire work safety.</li> <li>- Halloween (being safe).</li> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange.</li> <li>- Managing feelings and behaviour.</li> <li>- Online Safety -passwords private. Safety on the internet.</li> <li>- Road safety - how to cross the road and use pavements.</li> <li>- Anti-bullying week - bullying focus.</li> </ul>		<ul style="list-style-type: none"> <li>- Healthy relationships.</li> <li>- Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger etc.</li> <li>- Healthy Me - through PSHE.</li> <li>- Keeping our bodies healthy.</li> </ul>		<ul style="list-style-type: none"> <li>- Who can help us? Relationships work in PSHE.</li> <li>- NSPCC PANTS Rule.</li> <li>- Sun Safe - using sun screen/ sun hats.</li> <li>- Water safe - visit to the seaside keeping safe on the beach.</li> <li>- Tolerance and understanding - taught through PSHE and RE Unit.</li> </ul>	
<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy</li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> <li>- Save the Children Pyjama Day</li> <li>- NSPCC PANTS school led assembly</li> </ul>	Children in Need Anti-Bullying Week  Christmas Day	Safer Internet Day Comic/Sports Relief  Heart Foundation Wear Red (Feb)	Healthy Me Week NSPCC PANTS Assembly	Road Safety Visitor Mental Health Week	Children's Trust Day
<b>Now Press Play</b>	-	Christmas Story	People Who Help US	Jack and the Beanstalk	Little Red Riding Hood	-

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### Year 1

	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Feeling special and safe.</li> <li>- Being part of a class.</li> <li>- Rights and responsibilities.</li> <li>- Rewards and feeling proud.</li> <li>- Consequences.</li> <li>- Owning the Learning Charter.</li> </ul>	<ul style="list-style-type: none"> <li>- Similarities and differences.</li> <li>- Understanding bullying and knowing how to deal with it.</li> <li>- Making new friends.</li> <li>- Celebrating the differences in everyone.</li> </ul>	<ul style="list-style-type: none"> <li>- Setting goals.</li> <li>- Identifying successes and achievements.</li> <li>- Learning styles.</li> <li>- Working well and celebrating achievement with a partner.</li> <li>- Tackling new challenges.</li> <li>- Identifying and overcoming obstacles.</li> <li>- Feelings of success.</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping myself healthy.</li> <li>- Healthier lifestyle choices.</li> <li>- Keeping clean.</li> <li>- Being safe.</li> <li>- Medicine safety/safety with household items.</li> <li>- Road safety.</li> <li>- Linking health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>- Belonging to a family.</li> <li>- Making friends/being a good friend.</li> <li>- Physical contact preferences.</li> <li>- People who help us.</li> <li>- Qualities as a friend and person.</li> <li>- Self-acknowledgement.</li> <li>- Being a good friend to myself.</li> <li>- Celebrating special relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Life cycles - animal and human.</li> <li>- Changes in me.</li> <li>- Changes since being a baby.</li> <li>- Differences between female and male bodies (correct terminology).</li> <li>- Linking growing and learning.</li> <li>- Coping with change.</li> <li>- Transition.</li> </ul> <p style="text-align: center;"><b>All Linked to RSE Curriculum</b></p>
<b>Links to: SMSC Emotional Literacy</b>	S, M, Sp SA, SS, E, Mo D, RoL, IL, MR, T	S, M, Sp SA, SS, E, D, RoL, IL, MR, T	S, Sp SA, SS, Mo, MF D, IL, MR, T	S, M SA, Mo RoL, IL, MR	S, Sp, C SA, SS, MF D, RoL, IL, MR, T	M, Sp, C SA, E, MF RoL, IL, MR, T

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<b>British Values</b>						
<b>Assessment Outcomes</b>	No assessment	<ul style="list-style-type: none"> <li>- I can tell you some ways I am different from my friends.</li> <li>- I understand these differences make us all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</li> <li>- I know how to store the feelings of success in my internal treasure chest.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> <li>- I can recognise how being healthy helps me to feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you why I appreciate someone who is special to me.</li> <li>- I can express how I feel about them.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</li> <li>- I respect my body and understand which parts are private.</li> </ul>
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Mental health awareness day</li> <li>- Road safety- crossing safely</li> <li>- Bonfire night - safety - fire work safety</li> <li>- Halloween (being safe).</li> <li>- Staying safe in school - stranger danger, not opening doors, telling an adult if you see something strange.</li> <li>- Managing feelings and behaviour.</li> <li>- Online Safety -passwords private. Safety on the internet.</li> <li>- Anti-bullying week - bullying focus Bullying (what is it and what can I do?)</li> </ul>		<ul style="list-style-type: none"> <li>- Healthy relationships.</li> <li>- Online safety week - national focus and school focus.</li> <li>- Keeping your information safe.</li> <li>- Stranger Danger - what to do if..... how to keep safe when outside, how to deal with a problem, a stranger.</li> <li>- Healthy Me - through PSHE. NSPCC PANTS Rule.</li> </ul>		<ul style="list-style-type: none"> <li>- Water Safety.</li> <li>- People who help us and keep us safe.</li> <li>- Girls and Boys bodies (identifying body parts).</li> <li>- Food danger awareness.</li> <li>- Who can help us? Relationships work in PSHE.</li> <li>- Keeping our bodies healthy.</li> <li>- Sun Safe - using sun screen/ sun hats.</li> <li>- Water safe - visit to the seaside keeping safe on the beach.</li> <li>- Tolerance and understanding - taught through PSHE and RE Unit.</li> </ul>	

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<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy</li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- School Nurse Healthy Talk</li> <li>- Pride Month June</li> </ul>
<b>Picture News</b>    <b>KS1 Programme</b>	<b>British Values- Assemblies /Class Discussions linked to Current Events /UN Articles to the Rights of a Child - Ref Picture News Coverage Document</b> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Democracy</li> <li>• Tolerance</li> </ul>					
<b>Now Press Play</b>	Superheroes	Bullying	Online Safety	Healthy Living	KS1 Mental Health	

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Year 2						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Hopes and fears for the year.</li> <li>- Rights and responsibilities.</li> <li>- Rewards and consequences.</li> <li>- Safe and fair learning environment.</li> <li>- Valuing contributions.</li> <li>- Choices.</li> <li>- Recognising feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Assumptions and stereotypes about gender.</li> <li>- Understanding bullying.</li> <li>- Standing up for self and others.</li> <li>- Making new friends.</li> <li>- Gender diversity.</li> <li>- Celebrating difference and remaining friends.</li> </ul>	<ul style="list-style-type: none"> <li>- Achieving realistic goals.</li> <li>- Perseverance.</li> <li>- Learning strengths.</li> <li>- Learning with others.</li> <li>- Group co-operation.</li> <li>- Contributing to and sharing success.</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation.</li> <li>- Healthier choices.</li> <li>- Relaxation.</li> <li>- Healthy eating and nutrition.</li> <li>- Healthier snacks and sharing food.</li> </ul>	<ul style="list-style-type: none"> <li>- Different types of family.</li> <li>- Physical contact boundaries.</li> <li>- Friendship and conflict.</li> <li>- Secrets.</li> <li>- Trust and appreciation.</li> <li>- Expressing appreciation for special relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Life cycles in nature.</li> <li>- Growing from young to old.</li> <li>- Increasing independence.</li> <li>- Differences in female and male bodies (correct terminology).</li> <li>- Assertiveness.</li> <li>- Preparing for transition.</li> <li>- <b>All Linked to RSE Curriculum</b></li> </ul>
<b>Links to: SMSC Emotional Literacy British Values</b>	S, M, Sp SA, SS, Mo D, RoL, IL, MR, T	S, M, C SA, SS, E D, RoL, IL, MR, T	S, Sp SA, SS, MF D, RoL, IL, MR, T	S, M, Sp SA, Mo, MF RoL, IL, MR	S, M, Sp, C SA, SS, MF D, RoL, IL, MR, T	M, Sp, C SA, E, Mo, MF RoL, IL, MR, T

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<b>Assessment Outcomes</b>	No assessment	<ul style="list-style-type: none"> <li>- I can identify some ways in which my friend is different from me.</li> <li>- I can tell you why I value this difference about him/her.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain some of the ways I worked cooperatively in my group to create the end product.</li> <li>- I can express how it felt to be working as part of this group.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make some healthy snacks and explain why they are good for my body.</li> <li>- I can express how it feels to share healthy food with my friends.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify some of the things that cause conflict between me and my friends.</li> <li>- I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>- I can tell you what I like/don't like about being a boy/ girl.</li> </ul>
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Fire Safety (<i>Great fire of London, History</i>).</li> <li>- Stranger Danger.</li> <li>- Personal Hygiene - keeping clean and healthy.</li> <li>- Anti-bullying week- standing up for myself.</li> <li>- Mental health awareness.</li> <li>- Staying safe online.</li> <li>- Follow the Digital Trail - digital footprints.</li> <li>- Can you tell what someone believes by what they look like?</li> </ul> <p>Road safety (walk to cenotaph, history)</p>		<ul style="list-style-type: none"> <li>- Road safety talk.</li> <li>- E-safety- including safer internet day.</li> <li>- Medicine safety.</li> <li>- Online safety week - focus week with national and in school focus.</li> <li>- Stranger danger and keeping safe around animals.</li> <li>- Managing risks.</li> <li>- Cold water/water safety (history)</li> <li>- Stranger danger (Yorkshire Wildlife Park Trip)</li> </ul>		<ul style="list-style-type: none"> <li>- Keeping safe (physical contact).</li> <li>- Secrets.</li> <li>- Travel safety, road safety and general travel safety - water safety.</li> <li>- Healthy relationships - ( domestic abuse/unhealthy relationships).</li> <li>- My body/your body - safe touching.</li> <li>- Staying safe away from home - managing risks, managing feelings. Leaving home for a night(In preparation for residential).</li> </ul>	

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						<ul style="list-style-type: none"> <li>- Being different - How does what believers do show what they believe? Bullying/racism</li> <li>- Feeling good to be me! - mental health being confident, surviving a night away from home.</li> </ul>
<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy</li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- School Nurse Healthy Talk</li> <li>- Pride Month June</li> </ul>
<b>Picture News</b>    <b>KS1 Programme</b>	<b>British Values- Assemblies /Class Discussions linked to Current Events /UN Articles to the Rights of a Child - Ref Picture News Coverage Document</b> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Democracy</li> <li>• Tolerance</li> </ul>					
<b>Now Press Play</b>	Superheroes	Bullying	Online Safety	Healthy Living	KS1 Mental Health	

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Year 3						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Setting personal goals.</li> <li>- Self-identity and worth.</li> <li>- Positivity in challenges.</li> <li>- Rules, rights and responsibilities.</li> <li>- Rewards and consequences.</li> <li>- Responsible choices.</li> <li>- Seeing things from others' perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Families and their differences.</li> <li>- Family conflict and how to manage it (child-centred).</li> <li>- Witnessing bullying and how to solve it.</li> <li>- Recognising how words can be hurtful.</li> <li>- Giving and receiving compliments.</li> </ul>	<ul style="list-style-type: none"> <li>- Difficult challenges and achieving success.</li> <li>- Dreams and ambitions.</li> <li>- New challenges.</li> <li>- Motivation and enthusiasm.</li> <li>- Recognising and trying to overcome obstacles.</li> <li>- Evaluating learning processes.</li> <li>- Managing feelings.</li> <li>- Simple budgeting.</li> </ul>	<ul style="list-style-type: none"> <li>- Exercise.</li> <li>- Fitness challenges.</li> <li>- Food labelling and healthy swaps.</li> <li>- Attitudes towards drugs.</li> <li>- Keeping safe and why it's important online and off-line scenarios.</li> <li>- Respect for myself and others.</li> <li>- Healthy and safe choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Family roles and responsibilities.</li> <li>- Friendship and negotiation.</li> <li>- Keeping safe online and who to go to for help.</li> <li>- Being a global citizen.</li> <li>- Being aware of how my choices affect others.</li> <li>- Awareness of how other children have different lives.</li> <li>- Expressing appreciation for family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>- How babies grow.</li> <li>- Understanding a baby's needs.</li> <li>- Outside body changes.</li> <li>- Inside body changes.</li> <li>- Family stereotypes.</li> <li>- Challenging my ideas.</li> <li>- Preparing for transition.</li> <li>- <b>All Linked to RSE Curriculum</b></li> </ul>
<b>Links to: SMSC Emotional Literacy British Values</b>	S, M, Sp, C SA, SS, Mo, MF D, RoL, IL, MR, T	S, M, Sp, C SA, SS, E, MF D, RoL, IL, MR, T	S, Sp SA, SS, E, Mo, MF IL, MR, T	S, M, Sp SA, Mo, MF RoL, IL, MR, T	S, M, Sp, C SA, SS, E, Mo, MF D, RoL, IL, MR, T	S, M, Sp, C SA, E, M, MF IL, MR, T

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<b>Assessment Outcomes</b>	No assessment	<ul style="list-style-type: none"> <li>- I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> <li>- I can give and receive compliments and know how this feels.</li> </ul>	<ul style="list-style-type: none"> <li>- I can evaluate my own learning process and identify how it can be better next time.</li> <li>- I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>- I can express how being anxious or scared feels.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>- and can show an awareness of how this could affect my choices.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>- I recognise how I feel about these changes happening to me and know how to cope with these feelings.</li> </ul>
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Water safety.</li> <li>- Trip safety.</li> <li>- Online safety.</li> <li>- Family conflict.</li> <li>- Witness feelings and solutions.</li> <li>- Healthy bodies, - PSHE</li> <li>- Looking after me, taking care of yourself mentally, emotionally and physically.</li> <li>- Everyone is different but we are all people - bullying/racism.</li> </ul>		<ul style="list-style-type: none"> <li>- Careers, financial capability &amp; economic wellbeing.</li> <li>- Being safe.</li> <li>- Safety during experiments.</li> <li>- Drugs, alcohol &amp; tobacco -drugs education - don't be pressurised, drugs awareness - looking after our bodies and peer pressure.</li> <li>- Online safety talk - cyberbullying and online safety.</li> </ul>		<ul style="list-style-type: none"> <li>- Keeping myself safe.</li> <li>- Safety in the sun.</li> <li>- Emotional &amp; mental health.</li> <li>- Food, diet and fitness.</li> <li>- Keeping safe, looking after our bodies,</li> <li>- Managing pressure and risks.</li> <li>- My body is my body.</li> <li>- Water safety (mountains and rivers, geography)</li> <li>Sun safety</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Families come in all shapes and forms - different parenting arrangements, homophobia.</li> <li>- Anti-bullying week - theme for the school.</li> <li>- Kitchen and knife safety &amp; hygiene (DT). Public transport safety (trip).</li> </ul>		<ul style="list-style-type: none"> <li>- Online safety week.</li> <li>- Showing respect online</li> </ul>			
<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy - <b>Zero Tolerance</b></li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- School Nurse Health Talk</li> <li>- Pride Month June</li> </ul>
<b>Picture News</b> 	<b>British Values- Assemblies /Class Discussions linked to Current Events /UN Articles to the Rights of a Child - Ref Picture News Coverage Document</b> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Democracy</li> <li>• Tolerance</li> </ul>					
<b>Now Press Play</b>		Bullying	Online Safety	Recycling	KS2 Mental Health	Transition

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



Year 4						
 Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me	
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Being part of a class team.</li> <li>- Being a school citizen.</li> <li>- Rights, responsibilities and democracy (school council).</li> <li>- Rewards and consequences.</li> <li>- Group decision-making.</li> <li>- Having a voice.</li> <li>- What motivates behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Challenging assumptions.</li> <li>- Judging by appearance.</li> <li>- Accepting self and others.</li> <li>- Understanding influences.</li> <li>- Understanding bullying.</li> <li>- Problem-solving.</li> <li>- Identifying how special and unique everyone is.</li> <li>- First impressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Hopes and dreams.</li> <li>- Overcoming disappointment</li> <li>- Creating new, realistic dreams.</li> <li>- Achieving goals.</li> <li>- Working in a group.</li> <li>- Celebrating contributions.</li> <li>- Resilience.</li> <li>- Positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>- Healthier friendships.</li> <li>- Group dynamics.</li> <li>- Smoking.</li> <li>- Alcohol.</li> <li>- Assertiveness.</li> <li>- Peer pressure.</li> <li>- Celebrating inner strength.</li> </ul>	<ul style="list-style-type: none"> <li>- Jealousy.</li> <li>- Love and loss.</li> <li>- Memories of loved ones.</li> <li>- Getting on and falling out.</li> <li>- Girlfriends and boyfriends.</li> <li>- Showing appreciation to people and animals.</li> </ul>	<ul style="list-style-type: none"> <li>- Being unique.</li> <li>- Having a baby.</li> <li>- Girls and puberty.</li> <li>- Confidence in change.</li> <li>- Accepting change.</li> <li>- Preparing for transition.</li> <li>- Environmental change.</li> </ul>
<b>Links to:</b> SMSC Emotional Literacy British Values	S, M, Sp, C SA, SS, E, Mo D, RoL, IL, MR, T	S, M, Sp, C SA, SS, E, Mo D, RoL, IL, MR, T	S, Sp SA, SS, E, Mo, MF D, IL, MR, T	S, M, Sp SA, SS, MF D, RoL, IL, MR, T	S, M, Sp SA, E, MF RoL, IL, MR, T	S, Sp, C SA, Mo, MF D, IL, MR, T

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



<b>Assessment Outcomes</b>	No assessment	<ul style="list-style-type: none"> <li>- I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>- I can explain why it is good to accept people for who they are.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>- I know what it means to be resilient and to have a positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>- I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what I am looking forward to when I am in Year 5.</li> <li>- I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> </ul>
<b>Safeguarding Focus</b>	<ul style="list-style-type: none"> <li>- Protecting yourself from online identity theft.</li> <li>- CEOP online training.</li> <li>- Understanding bullying.</li> <li>- Anti-bullying week - school theme</li> <li>- Celebrating differences - PSHE, growing up and changing bodies.</li> <li>- Respecting different beliefs - What do different people believe about God?</li> <li>- Roles and responsibilities - being a good citizen, online British values.</li> <li>- Protecting yourself from online identity theft.</li> </ul>		<ul style="list-style-type: none"> <li>- Healthy friendships. Using social networks, digital citizenship.</li> <li>- Celebrating inner strength and assertiveness.</li> <li>- Alcohol.</li> <li>- Online Safety talk - cyberbullying and online safety.</li> <li>- Online safety week - national and school theme.</li> <li>- Body Smart and Brain Smart - drugs alcohol and tobacco - saying no to temptation.</li> </ul>		<ul style="list-style-type: none"> <li>- Plagiarism.</li> <li>- Road safety.</li> <li>- Who helps us? - knowing who to turn to in different situations.</li> <li>- Healthy and Safe relationships - making safe relationships and recognising safe relationships at home.</li> <li>- Staying safe on line. Crime and punishment, laws and responsibilities (history).</li> </ul>	

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



	<ul style="list-style-type: none"> <li>- Electricity safety (science).</li> <li>- Online bullying (computing).</li> <li>- Safe use of scissors and sharp objects (DT).</li> <li>- Hazardous Liquids safety (science)</li> <li>Online safety, sharing images, identity (computing).</li> </ul>		<ul style="list-style-type: none"> <li>- Being proud of who you are.</li> <li>Digital citizenship (computing).</li> </ul>			
<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy - <b>Zero Tolerance</b></li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- School Nurse Health Talk</li> <li>- Pride Month June</li> </ul>
<b>Picture News</b>  	<b>British Values- Assemblies /Class Discussions <span style="background-color: #90EE90;">linked to Current Events /UN Articles to the Rights of a Child</span> - Ref Picture News Coverage Document</b> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Democracy</li> <li>• Tolerance</li> </ul>					
<b>Now Press Play</b>	-	Bullying	Online Safety	Recycling	KS2 Mental Health	Transition

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



Year 5						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Outline Content</b>	<ul style="list-style-type: none"> <li>- Planning the forthcoming year.</li> <li>- Being a citizen.</li> <li>- Rights and responsibilities.</li> <li>- Rewards and consequences.</li> <li>- How behaviour affects groups.</li> <li>- Democracy, having a voice, participating.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural differences and how they can cause conflict.</li> <li>- Racism.</li> <li>- Rumours and name-calling.</li> <li>- Types of bullying.</li> <li>- Material wealth and happiness.</li> <li>- Enjoying and respecting other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Future dreams.</li> <li>- The importance of money.</li> <li>- Jobs and careers.</li> <li>- Dream job and how to get there.</li> <li>- Goals in different cultures.</li> <li>- Supporting others (charity).</li> <li>- Motivation.</li> </ul>	<ul style="list-style-type: none"> <li>- Smoking, including vaping.</li> <li>- Alcohol.</li> <li>- Alcohol and anti-social behaviour.</li> <li>- Emergency aid.</li> <li>- Body image.</li> <li>- Relationships with food.</li> <li>- Healthy choices.</li> <li>- Motivation and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-recognition and self-worth.</li> <li>- Building self-esteem.</li> <li>- Safer online</li> <li>- Communities.</li> <li>- Rights and responsibilities online.</li> <li>- Online gaming and gambling.</li> <li>- Reducing screen time.</li> <li>- Dangers of online grooming.</li> <li>- SMART internet safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Self- and body image.</li> <li>- Influence of online and media on body image.</li> <li>- Puberty for girls.</li> <li>- Puberty for boys.</li> <li>- Conception (including IVF).</li> <li>- Growing responsibility.</li> <li>- Coping with change.</li> <li>- Preparing for transition.</li> <li>- <b>All Linked to RSE Curriculum</b></li> </ul>
<b>Links to: SMSC Emotional Literacy British Values</b>	S, M, C SA, SS, E, Mo D, RoL, IL, MR, T	S, M, C SA, SS, E, M, MF D, RoL, IL, MR, T	S, M, Sp, C SA, SS, E, Mo D, RoL, IL, MR, T	S, M, Sp, C SA, E, Mo, MF D, RoL, IL, MR, T	S, Sp, C SA, SS, Mo, MF D, RoL, IL, MR, T	S, M, Sp, C SA, E, Mo, MF IL, MR, T

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



<p><b>Assessment Outcomes</b></p>	<p>No assessment</p>	<ul style="list-style-type: none"> <li>- I can explain the differences between direct and indirect types of bullying.</li> <li>- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the dreams and goals of a young person in a culture different from mine</li> <li>- and can reflect on how these relate to my own.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</li> <li>- I respect and value my body.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how to stay safe when using technology to communicate with my friends.</li> <li>- I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how boys' and girls' bodies change during puberty.</li> <li>- I can express how I feel about the changes that will happen to me during puberty.</li> </ul>
<p><b>Safeguarding Focus</b></p>	<ul style="list-style-type: none"> <li>- Water safety - swimming pool talk.</li> <li>- Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable.</li> <li>- Racism</li> <li>- Keeping ourselves and others safe</li> <li>- Mobile/online gaming safety - passwords and digital citizen pledge - ICT.</li> </ul>		<ul style="list-style-type: none"> <li>- Fire Safety.</li> <li>- Online safety week.</li> <li>- NSPCC Visit - work around emotional &amp; physical abuse.</li> <li>- Safe parking project - road safety, following laws.</li> <li>- Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying.</li> </ul>		<ul style="list-style-type: none"> <li>- Girlfriends and boyfriends.</li> <li>- Relationship talk - Step 2 Charity.</li> <li>- Social networking focusing on relationships &amp; technology.</li> <li>- Mind safe/body safe - keeping mentally and emotionally healthy, having time to talk, learning how to express yourself.</li> <li>- Healthy relationships - know what a good friend is/ what is a healthy relationship - DV/ Grooming/safe touching/safe spaces.</li> </ul>	

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



	<ul style="list-style-type: none"> <li>- Be confident - say no, don't give in to peer pressure, know your own mind and think for yourself.</li> <li>- Anti bullying week - school theme.</li> <li>- CSE/Radicalisation- Small group bespoke work in relation to vulnerabilities.</li> <li>- Cutting/knife safety (DT).</li> <li>Train and travel safety (school trip).</li> </ul>	Esafety & safer internet day (computing)		<ul style="list-style-type: none"> <li>- Alright Charlie programme- protective behaviours</li> <li>- CSE</li> <li>-</li> </ul>		
<b>Special Events</b>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy - <b>Zero Tolerance</b></li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- Step 2 Sexual Health Talk - Puberty</li> <li>- Pride Month June</li> </ul>
<b>Picture News</b>	<p><b>British Values- Assemblies /Class Discussions linked to Current Events /UN Articles to the Rights of a Child - Ref Picture News Coverage Document</b></p> <ul style="list-style-type: none"> <li>• Mutual Respect</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Democracy</li> <li>- Tolerance</li> </ul>					
<b>Now Press Play</b>	-	Bullying	Online Safety	Recycling	KS2 Mental Health	Transition



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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



Year 6						
	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<p><b>Outline Content</b></p>	<ul style="list-style-type: none"> <li>- Identifying goals for the year.</li> <li>- Global citizenship.</li> <li>- Children's universal rights.</li> <li>- Feeling welcome and valued.</li> <li>- Choices, consequences and rewards.</li> <li>- Group dynamics.</li> <li>- Democracy, having a voice.</li> <li>- Anti-social behaviour.</li> <li>- Role-modelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptions of normality.</li> <li>- Understanding disability.</li> <li>- Power struggles.</li> <li>- Understanding bullying.</li> <li>- Inclusion/exclusion.</li> <li>- Differences as conflict, difference as celebration.</li> <li>- Empathy.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal learning goals, in and out of school.</li> <li>- Success criteria.</li> <li>- Emotions in success.</li> <li>- Making a difference in the world.</li> <li>- Motivation.</li> <li>- Recognising achievements.</li> <li>- Compliments.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking personal responsibility.</li> <li>- How substances affect the body.</li> <li>- Exploitation, including 'county lines' and gang culture.</li> <li>- Emotional and mental health.</li> <li>- Managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>- Mental health.</li> <li>- Identifying mental health worries and sources of support.</li> <li>- Love and loss.</li> <li>- Managing feelings.</li> <li>- Power and control.</li> <li>- Assertiveness</li> <li>- Technology safety.</li> <li>- Take responsibility with technology use.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-image.</li> <li>- Body image.</li> <li>- Puberty and feelings.</li> <li>- Conception to birth.</li> <li>- Reflections about change.</li> <li>- Physical attraction.</li> <li>- Respect and consent.</li> <li>- Boyfriends/girlfriends.</li> <li>- Sexting.</li> <li>- Transition.</li> </ul> <p style="text-align: center;"><b>All Linked to RSE Curriculum</b></p>
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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



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<b>Assessment Outcomes</b>	No assessment	<ul style="list-style-type: none"> <li>- I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe some ways in which I can work with other people to help make the world a better place.</li> <li>- I can identify why I am motivated to do this.</li> </ul>	<ul style="list-style-type: none"> <li>- I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</li> <li>- I can tell you how I feel about using alcohol when I am older and my reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise when people are trying to gain power or control.</li> <li>- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</li> <li>- I recognise how I feel when I reflect on the development and birth of a baby.</li> </ul>

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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



<p><b>Safeguarding Focus</b></p>	<ul style="list-style-type: none"> <li>- Citizenship programme. 10 week programme               <ul style="list-style-type: none"> <li>➤ Disability</li> <li>➤ Anti-Social Behaviour</li> <li>➤ Homelessness</li> <li>➤ Domestic Abuse</li> <li>➤ Drugs</li> <li>➤ Peer Pressure</li> <li>➤ Being a good community citizen</li> <li>➤ Family changes - linked to evacuees, people leaving, bereavement, divorce, separation, step families</li> </ul> </li>   <li>Keeping safe outdoors, finding your own way by yourself - preparation for secondary school - what to do in an emergency by yourself.</li> <li>- Proud to be me - changing bodies, don't always all have to be the same, we all change differently.</li> <li>- Tolerating others - meeting new people who have different beliefs.</li> <li>- Managing feelings.</li> <li>- Anti-bullying week - school theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Alcohol.</li> <li>- First Aid St Johns Ambulance.</li> <li>- West Yorkshire Police - Organised Crime Gangs programme - CCE TRAPPED (Risks of being involved in County Lines, drugs, CSE ).</li> <li>- Online safety talk - cyberbullying and online safety week.</li> <li>- Getting ready for change - moving on.</li> <li>- Temptations - drugs/alcohol/tobacco and peer pressures - knowing the risks and saying no. Making informed choices.</li> <li>- Knife Crime Police visit (crime and punishment)- being a good citizen.</li> <li>- Healthy bodies.</li> <li>- Mr Shape Shifter Video/Book (CSE Grooming)</li> <li>- Privacy rules.</li> <li>- Keeping your mind healthy - SAT's preparation, keeping calm and confident through pressure.</li> <li>- Suicide &amp; Mental Health (English, Highway Man).</li> </ul>	<ul style="list-style-type: none"> <li>- Power &amp; control.</li> <li>- Being safe with technology.</li> <li>- Stay safe event at Keighley College.</li> <li>- Rail safety - don't play or hang around on the railway.</li> <li>- Keeping our body safe and healthy.</li> <li>- Puberty Talk. - School Nursing Team</li> <li>- Your body is your body - CSE, FGM,</li> <li>- All Right Charlie - CSE Programme</li> <li>- Forced marriage.</li> <li>- Respect yourself.</li> <li>- Making healthy relationships both online and in real life. Moving on to upper school and making new friends.</li> <li>- Manage risks, know how to protect yourself online and in real life.</li> <li>- Don't be a stereotype - make your own choices and don't copy others. Don't feel you have to do it just because everyone else does.</li> <li>- Emotional Resilience - emotional language, self-esteem and confidence building.</li> <li>- School nurse Puberty Talk.</li> <li>- Child abuse &amp; how we should treat each other (English, Goodnight Mr Tom).</li> </ul>
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## PSHE and Safeguarding Curriculum Whole School Long Term Plan



	<ul style="list-style-type: none"> <li>- Being a Super Digital Citizen.</li> <li>- How people can persuade us - propaganda posters. Knowing your own mind and making informed choices.</li> <li>- Construction and playing in unsafe areas (DT bridges)</li> <li>- Hitching Rides, stranger danger, Black history (Journey to Johannesburg)</li> <li>- Weapons (Swings of change) Be seen, be safe, walking home (Light).</li> </ul>	<p>Knife safety (DT)</p>	<ul style="list-style-type: none"> <li>- Peer pressure &amp; Self identity (transition).</li> <li>- Home safety (Science, electricity).</li> <li>Pride month</li> <li>- Water safety (rivers)- Water Board Resources</li> </ul>			
<p><b>Special Events</b></p>	<ul style="list-style-type: none"> <li>- '4 B's Assembly' Linked to the new School Behaviour and Relationships Policy - <b>Zero Tolerance</b></li> <li>- Be Kind,</li> <li>- Be Respectful</li> <li>- Be Safe</li> <li>- Be Inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>- Children in Need Nov</li> <li>- Anti-Bullying Week Nov</li> <li>- Road Safety Nov Road Safety Team</li> <li>- Save the Children PJ Day</li> </ul>	<ul style="list-style-type: none"> <li>- Safer Internet Day</li> <li>- Children's Mental Health Week Feb</li> <li>- Knife Crime PCSO Team</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy Me Week</li> <li>- Comic/Sports Relief March</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Week May</li> </ul>	<ul style="list-style-type: none"> <li>- School Nurse Puberty Talk</li> <li>- Pride Month June</li> </ul>

SMSC

So - Social  
M- Moral  
Sp- Spiritual  
C- Cultural

Emotional Literacy

SA - Self Awareness  
SS - Social Skills  
E - Empathy  
Mo - Motivation  
MF - Managing Feelings


British Values

D - Democracy  
RoL - Rule of Law  
IL - Individual Liberty  
MR - Mutual Respect  
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<b>Picture News</b>  	<b>British Values- Assemblies /Class Discussions <span style="background-color: #c8e6c9;">linked to Current Events /UN Articles to the Rights of a Child</span> - Ref Picture News Coverage Document</b> <ul style="list-style-type: none"> <li>Mutual Respect</li> <li>Rule of Law</li> <li>Individual Liberty</li> <li>Democracy</li> <li>Tolerance</li> </ul>					
<b>Now Press Play</b>	-	Bullying	Online Safety	Recycling	KS2 Mental Health	Transition

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**Key Stage 2 Specific Safeguarding/Citizenship and British Values Programmes**

Content	Curriculum Intent	
<p><b>Prison Me No Way</b></p> <p><b>A Programme delivered by PMNW Charity</b></p>	<p>Summer Term</p>	<p><b>PROGRAMME AIMS</b></p> <p>The activity programme aims to provide real life-based experiences where;</p> <ul style="list-style-type: none"> <li>• every young person leaves school with the knowledge and confidence to take control, make positive choices that avoid becoming involved in crime, stay safe and realise their full potential.</li> <li>• To encourage young people develop peer respect and realise the many dangers that they can inadvertently be subjected to.</li> <li>• To encourage young people to think carefully about the decisions they make throughout their lives, stay safe, positively manage the temptations of modern society, and increasing risks posed through social media, develop into law-abiding citizens, and achieve their full potential.</li> <li>• To develop British values and promote citizenship, collectively helping young people and their communities to reduce crime, reoffending and anti-social behaviour and contribute towards creating safer communities for all.</li> </ul>

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Content		Curriculum Intent
<b>PREVENT GOT - GETTING ON TOGETHER</b>	Spring 2 Term	<p>The <i>GOT - GETTING ON TOGETHER PROGRAMME</i> - Is a programme designed to challenge extremism programme for KS2 pupils. The programme counters a growing level of reported intolerance (at worst, extreme attitudes) amongst younger pupils and promotes ethical, moral citizenship and shared (British) values through safe spaces, challenge and critical thinking.</p> <p><b>CURRICULUM INTERVENTIONS:</b></p> <ul style="list-style-type: none"> <li>• LESSON 1 - WHAT MAKES A GOOD CITIZEN?</li>   <li>• LESSON 2 - WHAT IS A STEREOTYPE?</li>   <li>• LESSON 3 - CAN I SHARE AN OPINION SENSITIVELY AND RESPECT THE OPINION OF OTHERS?</li>   <li>• LESSON 4 - WHAT IS POSITIVE AND NEGATIVE EXTREMISM?</li>   <li>• LESSON 5 - NEGATIVE EXTREMISM: PROPAGANDA</li>   <li>• LESSON 6 - DO YOU HAVE A VOICE?</li> </ul>

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