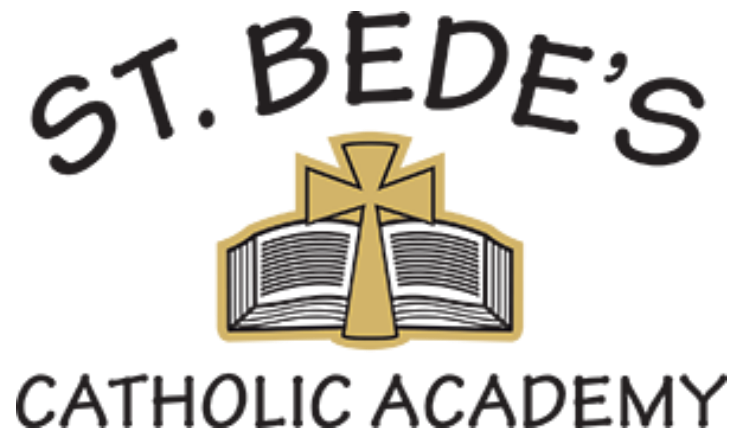


St Bede's Catholic Academy

PSHE Progression Map

LFS-Y6



Diocesan Theme

Moral

	LFS	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Diocesan Theme	<p>I can:</p> <ol style="list-style-type: none"> Say 'please' and 'thankyou' Say 'sorry' Show care for others 	<p>I can:</p> <ol style="list-style-type: none"> Talk about the good things in my life Be patient when I do not always get what I want straight away 	<p>I can:</p> <ol style="list-style-type: none"> Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting Be forgiving, able to say sorry to mend relationships Be caring, aware of the needs of others 	<p>I can:</p> <ol style="list-style-type: none"> Look after myself and show respect to others Be honest, able to tell the truth about my actions Accept that I do not always get what I want 	<p>I can:</p> <ol style="list-style-type: none"> Be courteous, showing good manners at home and in school Be forgiving, able to say sorry and not hold grudges against those who have hurt me Be honest, able to be truthful in my relationships with others 	<p>I can:</p> <ol style="list-style-type: none"> Be grateful to others for the good things in my life Be respectful of myself and others, recognising differences Accept that I do not always get what I want and show an awareness of why this is Be caring, aware of the needs of others and responding to those needs 	<p>I can:</p> <ol style="list-style-type: none"> Be courteous in my dealings with friends and strangers Demonstrate my gratitude to others for the good things in my life through words and actions Be honest, striving to live truthfully and with integrity, using good judgement Be compassionate, able to empathise with the suffering of others and displaying the generosity to help 	<p>I can:</p> <ol style="list-style-type: none"> Be forgiving, developing the skills to allow reconciliation in relationships Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) Be self-disciplined and able to delay or even deny myself
Development Matters/PSHE Association Programme of Study	<ul style="list-style-type: none"> Talk with others to solve conflicts Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<p>Health Education (Health and well-being)</p> <p>H11. about different feelings that humans can experience</p> <p>Relationships</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>Relationships</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>		<p>Health Education (Health and well-being)</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others</p>		<p>Health Education (Health and well-being)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H35. about the new opportunities and responsibilities that increasing</p>

						<p>e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>		<p>independence may bring</p> <p><u>Relationships</u></p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><u>Living in the wider world</u></p> <p>L25. to recognise positive things about</p>
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								themselves and their achievements; set goals to help achieve personal outcomes
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Diocesan Theme

Spiritual

	LFS	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Diocesan Theme	<p>I know:</p> <ol style="list-style-type: none"> 1. That God loves me and I can talk to God through prayer 2. What I am good at 	<p>I know:</p> <ol style="list-style-type: none"> 1. That I am made by God 2. That Jesus cares for me and I am part of God's family 3. That Jesus tells us to love one another 	<p>I know:</p> <ol style="list-style-type: none"> 1. That I am special because I am made and loved by God 2. That prayer is listening to God as well as talking to Him 	<p>I know:</p> <ol style="list-style-type: none"> 1. That Catholics belong to the Church family and that Jesus cares for all 2. That Jesus tells us to forgive one another 3. That I have individual gifts, talents and abilities, given by God 	<p>I know:</p> <ol style="list-style-type: none"> 1. That I can spend time with God in prayer by myself and with others which helps me in life 2. That following Jesus' teaching on forgiveness can help me in my relationships with my friends 3. That God wants me to use my individual gifts, talents and abilities 	<p>I know:</p> <ol style="list-style-type: none"> 1. That life is precious and given by God 2. That belonging to the Church family means that I should love other people in the same way as Jesus does 	<p>I know:</p> <ol style="list-style-type: none"> 1. That we are all children of God and made in God's image and likeness 2. That prayer and worship nourish my relationship with God and support my relationships with others 3. The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness 	<p>I know:</p> <ol style="list-style-type: none"> 1. That the Church is the Body of Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching) 2. That each person has a purpose in the world and that God has created me for a particular purpose which involves commitment and self-giving (vocation)
Development Matters/PSHE			<p><u>Health Education (Health and well-being)</u></p> <p>H21. to recognise what makes them special</p>	<p><u>Health Education (Health and well-being)</u></p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p>				

Diocesan Theme

Physical

	LFS	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Diocesan Theme	<p>I know: 1.That I am living and growing I can: 2.Name similarities and differences between myself and others Keep clean by washing and drying my hands</p>	<p>I know: 1.That a baby grows inside its mother's womb before birth I can: 2.Identify living things</p>	<p>I know: 1.That a baby moves as it grows in its mother's womb I can: 2.Describe the similarities and Differences between different people (general) 3.Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean)</p>	<p>I know: 1.That babies change and grow and that there are life stages from conception to death I can: 2.Identify the needs of people and other living things 3.Describe how to keep safe in the sun</p>	<p>I know: 1.How a baby grows and develops in its mother's womb I can: 2.Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene Describe how and why to keep safe in the sun</p>	<p>I know: 1.That my body is changing as I grow and some of the changes that occur throughout life I can: 2.Describe the similarities and differences between girls and boys (specific) and correctly name the main external parts of the male and female body and their functions 3. Describe the needs of people and other living things, including the need to reproduce</p>	<p>I know: 1.The changes that occur at each stage of a human being's life (including childhood, adolescence, adulthood, old age) and specifically the changes which occur during puberty 2.The facts and science relating immunisation and vaccination 3. About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage</p>	<p>I know: 1.About the week by week development of the baby in its mother's womb 2.How human life is conceived in the womb, including the language of sperm and ova and about the nature and role of menstruation in the fertility cycle 3.About the differences between boys and girls with regard to puberty and Reproduction 4.About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol.</p>
Development Matters/PSHE			<p><u>Health Education (Health and well-being)</u> H1. about what keeping healthy means; different ways to keep healthy</p>	<p><u>Health Education (Health and well-being)</u> H6. that medicines (including vaccinations and immunisations and those that</p>	<p><u>Health Education (Health and well-being)</u> H1. how to make informed decisions about health H2. about the elements of a</p>	<p><u>Health Education (Health and well-being)</u> H30. to identify the external genitalia (and internal) reproductive organs in males</p>	<p><u>Health Education (Health and well-being)</u> H5. about what good physical health means; how to recognise early signs of physical illness</p>	<p><u>Health Education (Health and well-being)</u> H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>

		<p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p><u>Relationships</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><u>Living in the wider world</u></p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H26. about growing and changing from young to old and how people's needs Change</p> <p><u>Living in the wider world</u></p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>and females and how the process of puberty relates to human reproduction</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born</p>
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								<p>(and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>
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Diocesan Theme

Emotional

	LFS	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Diocesan Theme	<p>I know: 1.What I like and dislike</p> <p>I can: 2.Say how I feel at different times</p>	<p>I know: 1.What I like and dislike</p> <p>I can: 2.Say how I feel at different times</p>	<p>I know: 1.That we all have different likes and dislikes</p> <p>I can: 2.Name happy and sad times in my life 3.Manage my feelings and behaviour</p>	<p>I know: 1.That how I act can have consequences</p> <p>I can: 2.Talk about my mood and know that how I am feeling is a normal part of daily life</p>	<p>I can: 1.Confidently say what I like and dislike 2.Describe the wider range of my feelings</p> <p>I know: 3.That some behaviour is unacceptable</p>	<p>I can: 1.Describe changes that happen in life e.g. loss, separation, divorce and bereavement 2.Cope with natural negative emotions and show resilience following setbacks 3.Describe some ways to maintain good mental health (exercise, diet, sleep, company)</p>	<p>I can: 1.Be confident in my relationships with my peers in various situations, including online 2.Describe how my emotions may change and intensify as I grow and move through puberty 3.Describe the impact that poor lifestyle choices can have on mental health and how exercise, fresh air, company (Including helping others), hobbies, good diet and sleep can support mental well- being. I know: 4.That some behaviour is unacceptable, unhealthy or risky</p>	<p>I can: 1.Describe some of the varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement 2.Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges</p>
Development Matters/PSHE		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the 	<p><u>Health Education (Health and well-being)</u></p> <p>H11. about different feelings that humans can experience</p> <p><u>Relationships</u></p>	<p><u>Health Education (Health and well-being)</u></p> <p>H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave</p>	<p><u>Health Education (Health and well-being)</u></p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express</p>	<p><u>Health Education (Health and well-being)</u></p> <p>H16. about strategies and behaviours that support mental health – including how good</p>	<p><u>Health Education (Health and well-being)</u></p> <p>H17. to recognise that feelings can change over time and range in intensity</p>	<p><u>Health Education (Health and well-being)</u></p> <p>H18. about everyday things that affect feelings and the importance of expressing</p>

		<p>feelings of others.</p> <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p>R24. how to listen to other people and play cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H24. how to manage when finding things difficult</p> <p><u>Living in the wider world</u></p>	<p>feelings in different ways;</p>	<p>quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health with family and friends can support mental health and wellbeing</p> <p><u>Relationships</u></p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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				L1. about what rules are, why they are needed, and why different rules are needed for different situations				
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Diocesan Theme

Social

	LFS	UFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Diocesan Theme	<p>I know:</p> <ol style="list-style-type: none"> Who can help me in school That I belong to a family and can name my family members <p>I can:</p> <ol style="list-style-type: none"> Identify special people (family, carers, friends) in my life Show friendly behaviour towards others 	<p>I know:</p> <ol style="list-style-type: none"> When people are being unkind to me and others and how to respond <p>I can:</p> <ol style="list-style-type: none"> Ask questions about the wider world 	<p>I know:</p> <ol style="list-style-type: none"> Who to go to if I am worried or need help That there are different types of teasing and bullying which are wrong and unacceptable and how to respond <p>I can:</p> <ol style="list-style-type: none"> Recognise what makes people special Be friendly and can make friends <p>Get adult help if someone is hurt</p>	<p>I know:</p> <ol style="list-style-type: none"> That healthy families love, care and protect one another and that there are different family structures and these should be respected. How my behaviour affects other people and that there are appropriate and inappropriate behaviours Recognise the characteristics of positive and negative relationships How to use simple rules for resisting pressure when I feel unsafe or uncomfortable <p>I can:</p> <ol style="list-style-type: none"> Recognise that I belong to a variety of communities locally, nationally and globally Show awareness of differences between my life and others in the wider world 	<p>I know:</p> <ol style="list-style-type: none"> That I can go to a number of different people for help in different situations That there are different types of relationships including those between acquaintances, friends, relatives and family What bullying is (including cyberbullying) and how to respond How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online <p>I can:</p> <ol style="list-style-type: none"> Show care and concern for the special people in my life Be friendly, able to make and keep friends. Make a clear and efficient call to emergency services if necessary 	<p>I know:</p> <ol style="list-style-type: none"> That not all images, language and behaviour are appropriate The difference between good and bad secrets What bullying is (including cyberbullying) and how to respond How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online <p>I can:</p> <ol style="list-style-type: none"> Show concern for the communities to which I belong, aware that my behaviour has an impact upon them Identify injustices in the wider world 	<p>I know:</p> <ol style="list-style-type: none"> About the importance of living in right relationship with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond, respecting diversity How to report and get help if I encounter inappropriate materials or messages How to use technology safely <p>I can:</p> <ol style="list-style-type: none"> Show care and concern for the special people in my life and put their needs before my own Be loyal, able to develop and sustain friendships <p>Describe some basic first-aid, dealing with common injuries</p>	<p>I know:</p> <ol style="list-style-type: none"> That there are a number of different people and organisations I can go to for help in different situations and how to contact them How to make informed choices in relationships That my increasing independence brings increased responsibility to keep myself and others safe How to report and get help if I encounter inappropriate materials or messages How to use technology safely <p>I can:</p> <ol style="list-style-type: none"> Speak out about injustice in the wider world and what I can do to help Be just and fair, acting with integrity to show understanding of the impact of my

								actions locally, nationally and globally
Development Matters/PSHE Association Programme of Study	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Manage their own needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity 	<p>Relationships</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling,</p>	<p>Relationships</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their Own</p> <p>R4. to identify common features of family life</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>Living in the wider world</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>Health Education</p> <p>(Health and well-being)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Relationships</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Health Education</p> <p>(Health and well-being)</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and</p>	<p>Health Education</p> <p>(Health and well-being)</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household</p>

		<p>to their own and to others' needs.</p>	<p>bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p><u>Living in the wider world</u></p> <p>L5. about the different roles and responsibilities people have in their community</p>		<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><u>Relationships</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is</p>		<p>others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p><u>Relationships</u></p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity,</p>	<p>products safely, (e.g. following instructions carefully)</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p><u>Relationships</u></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively</p>
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				<p>caring relationships; about the different ways in which people care for one another</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><u>Living in the wider world</u></p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>challenge those they disagree with</p> <p><u>Living in the wider world</u></p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise</p>
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				<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><u>Living in the wider world</u></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>		<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
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