
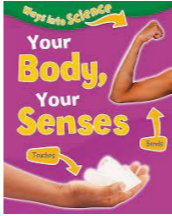
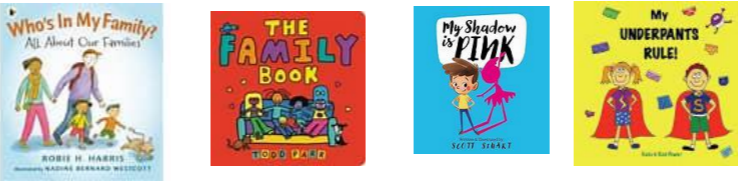
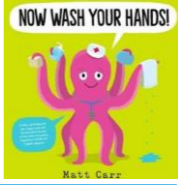
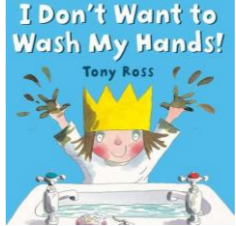



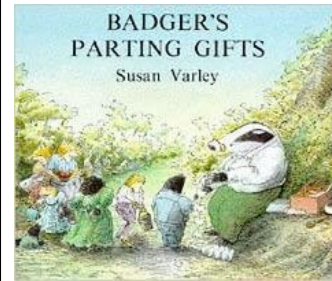
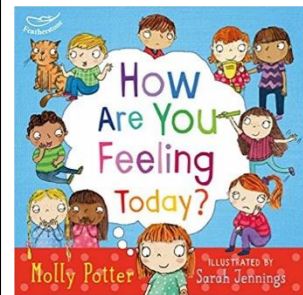
	Mental Health & Wellbeing	Physical Health & Wellbeing	Growing & Changing Bodies & Relationships	Medicines, Drugs & Bugs	Friendships and Anti-bullying
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</li> </ul>	<ul style="list-style-type: none"> <li>Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> <li>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> <li>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> </ul>	<p>(FPA – EYFS/ KS1)</p> <ul style="list-style-type: none"> <li>To enable the children to identify external (non-sexual) body parts</li> <li>To encourage children to think about growing up and changing</li> <li>To discuss emotions and the cause for that emotion</li> <li>They know the similarities and differences between themselves and others and among families.</li> <li>To understand that families are important for children growing up because they can give love, security and stability</li> <li>to understand the conventions of courtesy and manners</li> </ul>	<ul style="list-style-type: none"> <li>To know some of the risks and effects on body of medicines and household substances</li> <li>To be able to identify helpful and harmful substances in the home</li> </ul>	<p>(SEAL – Getting on and Falling Out- and Say no to Bullying Red Set)</p> <ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> </ul>
<b>EYFS Texts</b>					

	Mental Health & Wellbeing	Physical Health & Wellbeing	Growing & Changing Bodies & Relationships	Medicines, Drugs & Bugs	Friendships and Anti-bullying
<b>Year 1</b>	<p>(Mental Health &amp; Emotional Wellbeing PSHE Association Resource L1&amp;2)</p>  <ul style="list-style-type: none"> <li>• recognise and name some feelings that they might have</li> <li>• explain how feelings can make their bodies feel inside</li> <li>• describe how other's might be feeling</li> <li>• identify who can help them with feelings, and how they can help others</li> <li>• identify feelings that are good and not so good</li> <li>• recognise that people feel differently about things and situations</li> <li>• explain what can change their feelings (from good to not so good and from not so good to good)</li> <li>• suggest things that can help them and others to feel better</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• ways to take care of themselves on a daily basis</li> <li>• what it means to be healthy and why it is important</li> <li>• about healthy and unhealthy foods, including sugar intake (lunch boxes)</li> <li>• about physical activity and how it keeps people healthy</li> <li>• how to keep safe in the sun</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that an active lifestyle is good for health</li> <li>• Begin to understand how to get plenty of physical activity throughout the day during their normal routine</li> <li>• Choose activities that they enjoy</li> <li>• Take opportunities to take part in physical activity/sport</li> <li>• Know that sitting down for too long at a stretch is not good for the body</li> <li>• Drink more when being active</li> </ul>	<p><b>Links to Y1 Science - Animals – Humans -</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>  <p>(FPA – KS1)</p>  <p><b>Keeping our bodies safe</b></p> <ul style="list-style-type: none"> <li>• Name the different body parts, including private parts, and understand the differences between males and females</li> <li>• Understand that our body belongs to us and that people need permission to touch our bodies</li> <li>• <b>Understand that it is not always right to keep secrets if they relate to being safe</b></li> <li>• Know what to do if we feel unsafe, when finding things difficult, or when things go wrong</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• recognise what makes them special and unique and how they are the same and different to others</li> <li>• Understand that all families are different and value the way in which their family is special.</li> <li>• <b>To understand that families are important for children growing up because they can give love, security and stability</b></li> <li>• Raise awareness that toys are marketed at different sexes</li> </ul>	<p>(Jed and Ted Explore – Year 1)</p> <p><b>Keeping clean and safe</b></p> <ul style="list-style-type: none"> <li>• about basic hygiene routines, e.g. Catch it, Bin it, Kill it and hand washing (FPA)</li> </ul>  <p>Y1)</p>  <ul style="list-style-type: none"> <li>• identify hazards in the home, including medicines and cleaning products, and how to store these safely</li> <li>• Understand common hazard symbols used on cleaning products</li> </ul>	<p>(SEAL – Getting on and Falling Out- and Say no to Bullying Blue Set )</p>  <ul style="list-style-type: none"> <li>• To be able to tell you what being a good friend means to me.</li> <li>• <b>To understand how important friendships are in making us feel happy and secure.</b></li> <li>• I can tell you some ways in which I am the same and different from my friends.</li> <li>• I am proud in the ways in which I am a different</li> <li>• I know that when you feel sad it effects the way in which you behave and think</li> <li>• I know it is normal to have disagreements</li> <li>• To know how to make up with a friend when we have fallen out.</li> <li>• To know what happens on the inside and the outside of my body when I start to get angry.</li> <li>• To know some ways to calm down when I am starting to feel angry.</li> </ul>

(Mental Health & Emotional Wellbeing PSHE Association Resource L3&4)

- recognise that feelings can intensify (get stronger)
- describe how big feelings can affect their behaviour
- identify what can help them feel better when they have a big feeling (including talking to trusted adults)
- use words or phrases to ask for help with feelings

- Recognise what change means
- Identify different changes that people might experience
- Recognise the relationship between change and loss
- Describe how change and loss might affect people and who can help them (Links to Y2 Science and 'Growing ...' theme)

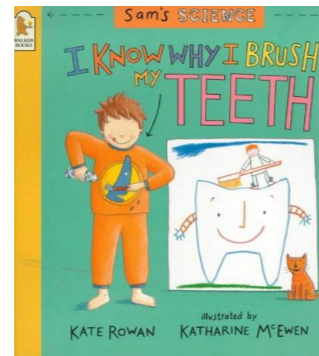


Links to Y2 Science: Animals including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**PSHE**

- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- about food and drink that affect dental health and the importance of brushing teeth and visiting the dentist
- About different ways to learn and play; recognise the importance of knowing when to take a break from devices
- how to keep safe in the sun and protect skin from sun damage



(FPA\_ KS! Plus, NSPCC No PANTS)

**Keeping our bodies safe**

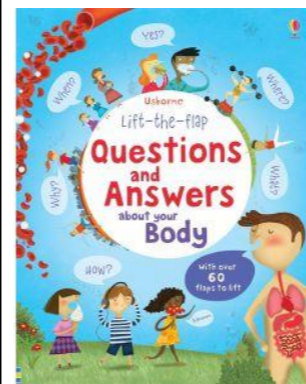
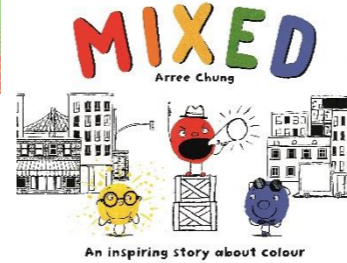
- Know the difference between appropriate and inappropriate touch
- Understand that they have the right so say no to unwanted touch **and other contact**
- **Understand that it is not always right to keep secrets if they relate to being safe**
- Know what to do if we feel unsafe, when finding things difficult, or when things go wrong

**Growing from young to old**

- identify the key stages in the human lifecycle as people grow from young to old, including new opportunities and responsibilities
- understand that all living things including humans start life as babies and that the creation of new life requires a male and female
- **to identify the characteristics of healthy family life, including a commitment to each other, spending time together and sharing each other's lives**
- **to recognise how families support and care for each other, including protection and care and support each other in times of difficulty**



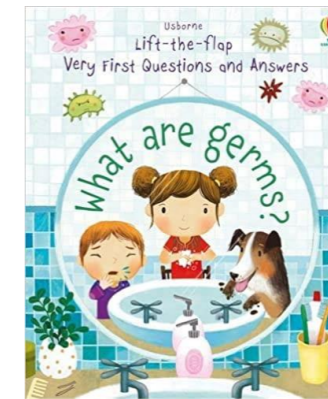
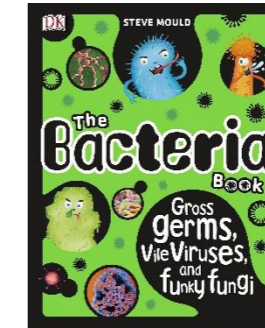
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed



(Jed and Ted Explore – Year 2)

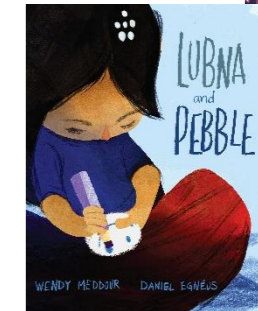
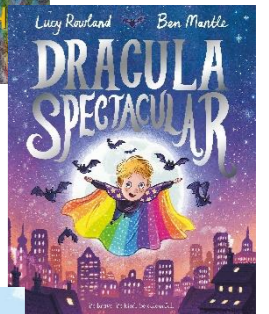
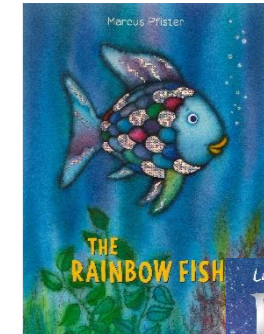
**Germs and medicines**

- understand that bacteria and viruses can affect health and the steps we can take to prevent them with everyday hygiene routines
- Know the names of commonly used medicines and understand how these are taken
- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- Recognise which people can give us medicines



(SEAL – Getting on and Falling Out- and Say no to Bullying Blue Set)

- **To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.**
- **To recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
- To be able to know that sometimes anger builds up and that I can be overwhelmed by my feelings.
- To see things from someone's else's point of view and use this to make a conflict situation better.

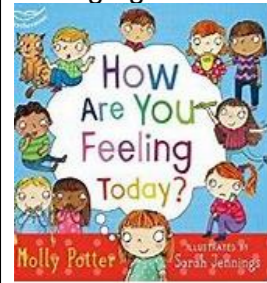


	Mental Health & Wellbeing	Physical Health & Wellbeing	Growing & Changing Bodies & Relationships	Medicines, Drugs & Bugs	Friendships and Anti-bullying
Year 3	<p>(Mental Health &amp; Emotional Wellbeing PSHE Association Resource L1&amp;2)</p> <ul style="list-style-type: none"> <li>identify that feelings/emotions are part of a person's health and wellbeing</li> <li>recognise that feelings usually change throughout the day</li> <li>give examples of everyday things that can affect feelings</li> <li>describe what can help people to feel good/better</li> <li>name a wide range of feelings and emotions</li> <li>match feelings to a scale of intensity and identify strong feelings</li> <li>describe different feelings and how they are experienced in the body</li> <li>recognise why it is important for people to express their feelings.</li> </ul>	<p>Links to Y3 Science: Animals including humans</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>to identify healthy and unhealthy choices and the positive and negative effects, including sleep, drinking water, regular exercise, fruit &amp; vegetables and eating too much sugar, on a healthy lifestyle</li> <li>about habits and that sometimes they can be maintained, changed or stopped</li> <li>what can help people to make healthy choices and what might negatively influence them e.g. TV and online media, peer influences etc</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally ( understanding of calories and other nutritional content)</li> <li>that regular exercise such as walking or cycling and participating in hobbies and interests has positive benefits for their mental and physical health</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke.</li> </ul>	<p>(FPA – Lower KS2 )</p> <p><b>Keeping our bodies safe</b></p> <ul style="list-style-type: none"> <li>Know the difference between appropriate and inappropriate touch</li> <li>Understand that they have the right so say no to unwanted touch <b>and other contact</b></li> <li><b>Understand that it is not always right to keep secrets if they relate to being safe</b></li> <li>Know what to do if we feel unsafe, when finding things difficult, or when things go wrong</li> </ul> <p><b>New babies</b></p> <ul style="list-style-type: none"> <li>understand that some adults choose to form loving, trusting and committed relationships (explore different relationships)</li> <li>explore what makes a happy family, including physical and emotional needs</li> <li>Explore why families (explore different families) decide to have children and how this impacts on their life</li> <li>Understand the importance of a happy and secure family home for children growing up</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong – see guidance below</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>Understand how a baby is made and that babies take nine months to develop before being born</li> <li>Explore the father's role in birth and gender roles when caring for babies and children</li> </ul> <p>[Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.]</p>	<p>(Jed and Ted Explore – Year 3)</p> <p><b>Medicines and Drugs</b></p> <ul style="list-style-type: none"> <li>Understand the difference between drugs and medicines</li> <li>Classify drugs, medicines and substances and understand the dangers</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> </ul>	<p>(SEAL – Getting on and Falling Out- and Say no to Bullying Yellow Set)</p> <ul style="list-style-type: none"> <li>To understand 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.</li> </ul> <p>To know</p> <ul style="list-style-type: none"> <li>what my triggers for anger are</li> <li>how our bodies change when we start to get angry</li> <li>some ways to calm down when I start feeling angry</li> <li>some ways to calm myself down</li> <li>To understand why it is important to calm down before I am overwhelmed by feelings of anger.</li> <li>To know some ways I can stop myself being overwhelmed by feelings of anger</li> <li>I can explain the difference between a fall out and bullying and know how to seek help.</li> <li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</li> <li>To identify the different types of bullying and the impact it has on others.</li> </ul>

(Mental Health & Emotional Wellbeing PSHE Association Resource L3&4)



- Recognise that life is made up of different stages and that death is when life ends
- Describe different situations that may cause someone to grieve
- Identify some different responses someone might have to grief
- Identify activities, actions and sources of support that can help a person to manage grief



- explain how feelings and emotions can influence actions and behaviour
- identify ways of coping with feelings in different situations
- explain why it is important to talk about feelings and describe how this can feel
- recognise that help, advice and support about feelings comes from different sources

Y4 Science: Animals including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

PSHE

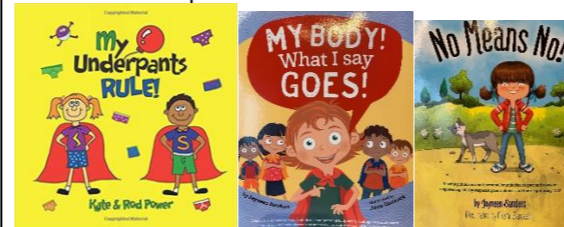
- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- the importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

(FPA – LKS2 plus)



My changing body

- Understand the physical and emotional changes which occur during puberty
- Understand that body changes at puberty are linked to human reproduction
- Know that puberty happens differently for everyone and begins and ends at different times
- Understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- Know how to get information, help and advice about puberty from trusted sources and adults
- Discuss why being different can provoke teasing and know why this is unacceptable



Personal safety

- Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- know where to get advice, for example family, school or other sources
- Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

Respectful relationships

- to understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.

(Jed and Ted Explore – Year 4)

Smoking and Vaping


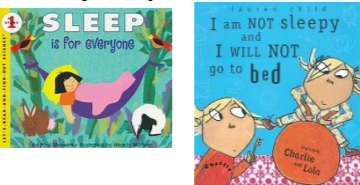

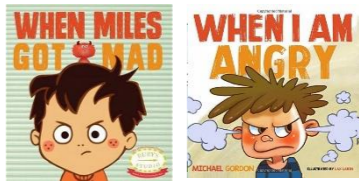
- Know the short and long term effects and risks (including behaviour, accidents, assault, criminal involvement) of smoking / vaping.
- The law on supply, purchase and use of tobacco including vaping.
- Understand that being informed and making good decisions can help you to stay safe around tobacco/e-cigarettes.
- Demonstrate strategies to resist or avoid peer influence in age-relevant settings and understand risk prevention strategies in familiar contexts.

(SEAL – Getting on and Falling Out- and Say no to Bullying Yellow Set )

- To understand 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.

To know

- what my triggers for anger are
- how our bodies change when we start to get angry
- some ways to calm down when I start feeling angry
- some ways to calm myself down
- To be able to tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.
- To know I am responsible for the choices I make and the way I behave, even if I am angry.
- I understand the things I can say or do to make a situation better or worse and know how to seek help.
- I understand that the witness has an important role in bullying situations and that they can make the situation better or worse by what they do.
- I can problem solve a bullying situation with others and know how to seek help.
- That bullying has a negative and often lasting impact on mental wellbeing

	Mental Health & Wellbeing	Physical Health & Wellbeing	Growing & Changing Bodies & Relationships	Medicines, Drugs & Bugs	Friendships and Anti-bullying
<b>Year 5</b>	<p>(Mental Health &amp; Emotional Wellbeing PSHE Association Resource L1&amp;3 – not L2)</p> <ul style="list-style-type: none"> <li>explain what is meant by the term 'mental health'</li> <li>identify everyday behaviours that can help to support mental (and physical) health</li> <li>recognise that we can take care of our mental health (as well as our physical health)</li> <li><b>to understand the importance of self-respect and how this links to their own happiness</b></li> <li>Identify how loss and bereavement might affect someone (<i>The Invisible String</i>)</li> </ul>  <ul style="list-style-type: none"> <li>Recognise grieving takes time and can include many different feelings</li> <li>Describe self-help strategies for managing change, loss or bereavement</li> <li>Identify ways to support someone who is grieving</li> <li>Describe different sources of support and information available to help someone who is grieving</li> </ul> <p>additional learning linked to Y5 Science: Animals including humans (lifecycles)</p>	<p><b>PSHE Quality sleep</b></p>  <p>(<i>I am not sleepy I will not go to bed; Sleep is for Everyone</i>)</p> <ul style="list-style-type: none"> <li>Understand the benefits of good quality sleep and explain how sleep contributes to a healthy lifestyle</li> <li>describe actions a person can take to help improve their quality of sleep e.g. switching phone off at night</li> </ul>	<p>Y5 Science: Animals including humans</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul> <p><b>My changing body (FPA – UKS2)</b></p>  <ul style="list-style-type: none"> <li>discuss the physical and emotional changes at puberty and the differences between boys and girls (<i>It's Perfectly Normal</i> p. 36-37; <i>What's Happening to Me</i> p. 4-11; <i>The Boy's Guide to Growing Up</i> p. 8-15; <i>The Girl's Guide to Growing Up</i> p. 8-17)</li> <li>Understand key facts about the menstrual cycle and wet dreams (<i>It's Perfectly Normal</i> p. 28-29, 35; <i>The Girl's Guide to Growing Up</i> p.20)</li> <li>Explore strategies to manage the changes during puberty including the importance of personal hygiene (<i>It's Perfectly Normal</i> p. 38-39; <i>The Boy's Guide to Growing up</i> p. 18)</li> <li>Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (<i>It's Perfectly Normal</i> p. 54-55)</li> <li>challenge myths around puberty and understand how to find trusted information e.g. Childline, NSPCC, CBBC Newsround</li> </ul> <p><b>Personal safety</b></p> <ul style="list-style-type: none"> <li>Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (<i>It's Perfectly Normal</i>, p. 81)</li> <li>Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>know where to get advice, for example family, school or other sources</li> <li>Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> </ul> <p><b>Being unique – and others</b></p> <ul style="list-style-type: none"> <li>understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>explore personal identity and what contributes to it, including race, background, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>understand how to recognise, respect and express their individuality and personal qualities (<b>and others</b>)</li> </ul>	<p>(Jed and Ted Explore – Year 5)</p> <p><b>Alcohol and energy drinks</b></p> <ul style="list-style-type: none"> <li>The law on supply, purchase and use of alcohol and caffeine/energy drinks.</li> <li>Know the short and long term effects and risks (including behaviour, accidents, assault, criminal involvement) of alcohol caffeine/energy drinks.</li> <li>Understand that being informed and making good decisions can help you to stay safe around alcohol.</li> <li>Understand how advertising / peers / culture seek(s) to influence choices and develop strategies to resist.</li> </ul>	<p>(SEAL – Getting on and Falling Out- and Say no to Bullying Green Set)</p>  <p>To know</p> <ul style="list-style-type: none"> <li>what my triggers for anger are</li> <li>how our bodies change when we start to get angry</li> <li>some ways to calm down when I start feeling angry</li> <li>some ways to calm myself down (<i>When Miles Got Mad; When I am Angry</i> by Michael Gordon)</li> </ul> <ul style="list-style-type: none"> <li>To know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</li> <li><b>To recognise who to trust and who not to trust and know how to seek help.</b></li> <li>To accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</li> <li><b>Understand that boundaries are appropriate in friendships with peers and others.</b></li> <li><b>Understand how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or support.</b></li> <li>I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry.</li> <li>I understand how rumour spreading and name calling can be bullying behaviours and know how to seek help.</li> <li>I know some of the reasons some people use bullying behaviours <b>and the impact it has on all involved.</b></li> <li>I know some ways to encourage children who use bullying behaviours to make other choices.</li> </ul>

(Mental Health & Emotional Wellbeing PSHE Association Resource L2&4 – not L3)



- describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected
- recognise conflicting emotions and when these might be experienced
- explain how feelings and emotions change over time
- identify positive actions to support wellbeing during difficult times, including identifying their personal support network
  - identify feelings people might experience when starting a new school / moving to secondary school (KS3)
- recognise common causes of worry, challenges and opportunities that may be part of this transition
- identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them
- identify ways to positively manage the move to secondary school (KS3)

Y6 Science: Animals including humans

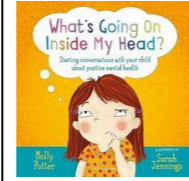
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

**PSHE**

- Recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function
- Understand 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
- **The risks associated with an inactive lifestyle ( including obesity)**

(FPA – UKS2)

**Body image and the media**



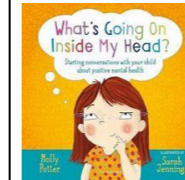
- understand the concept of appearance ideals and where pressure to achieve comes from.
- understand how images and messages are often manipulated by different forms of media.
- Develop strategies to resist appearance pressures, avoid comparing themselves, challenge appearance ideals and build body confidence.
- Challenge stereotypes in the media.
- **to understand the importance of self-respect and how this links to their own happiness**

**Personal safety**

- **Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact**
- **Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know**
- **how to recognise and report feelings of being unsafe or feeling bad about any adult**
- **how to ask for advice or help for themselves or others, and to keep trying until they are heard**
- **how to report concerns or abuse, and the vocabulary and confidence needed to do so**
- **know where to get advice, for example family, school or other sources**
- **Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe**

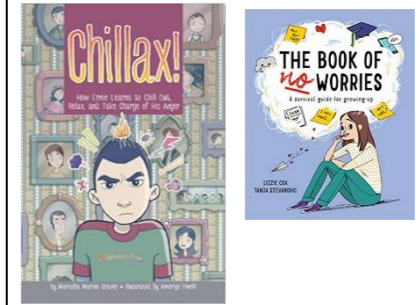
(Jed and Ted Explore – Year 6)

**Dangerous drugs**



- The law on supply, purchase and use of common drugs.
- Know the short and long term effects and risks (including behaviour, accidents, assault, criminal involvement) of common drugs.
- Understand that being informed and making good decisions can help them to stay safe around common drugs.
- The influence of the media and online platforms on health choices.

(SEAL – Getting on and Falling Out- and Say no to Bullying Green Set)



**To know**

- what my triggers for anger are
- how our bodies change when we start to get angry
- some ways to calm down when I start feeling angry
- some ways to calm myself down
- Know that sometimes difference can be a barrier to friendship
- Recognise when I or other people are prejudging people and make an effort to overcome my own assumptions.
- Know how it might feel to be excluded or treated badly because of being different in some way
- Able to see a situation from another person's perspective
- Know how my behaviour is linked to my thoughts and feelings
- **Understand that boundaries are appropriate in friendships with peers and others.**
- I can stop and try to get an accurate picture before I react
- I can explain the difference between direct and indirect forms of bullying
- I can explain some of the ways in which one person (or a group of people) can have power over another.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one.