

KEY STAGE 2

YEAR 3 – YEAR 6

PSHE

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during EYFS and KS1 to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

<i>Core Theme</i>	<i>Statutory Guidance</i>	<i>PATHS Links (Explicit)</i>	<i>Links to UNCRC</i>	<i>Alternative way to meet statutory requirements</i>
1. Health and Wellbeing	Healthy Lifestyles / Physical Health			
	H1. how to make informed decisions about health			Year 3 Science Spring Term 2: Food labels and making choices
	H2. about the elements of a balanced, healthy lifestyle			Year 6 Science Spring Term 1: Human heart and Circulation (Lesson 4 Healthy Lifestyle)
	H3. about choices that support a healthy lifestyle, and recognise what might influence these			Year 6 Science Spring Term 1: Human heart and Circulation (Lesson 4 Healthy Lifestyle)
	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	-		Year 6 Science Spring Term 1: Human heart and Circulation (Lesson 4 Healthy Lifestyle)
	H5. about what good physical health means; how to recognise early signs of physical illness			Year 6 Spring 1 (Safe4Me lesson) Science & PSHE – drugs and alcohol (4 lessons in sequence)
	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.			Year 6 Science Spring Term 1: Human heart and Circulation (Lesson 4 Healthy Lifestyle) Year 4 Science (teeth and eating)

<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>Daily Mile Activities</p> <p>WOW tracker</p> <p>PE Fitness Units: Year 4 (Spring 1); Year 5 (Spring 1); Year 6 (Autumn 1)</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>Year 3 Science Spring Term 1: The importance of sleep as part of a healthy lifestyle.</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>Year 6 Science (Autumn Term 1): Living Things – micro-organisms lesson)</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>Year 5 Crucial Crew (annually – Spring Term 1)</p> <p>Year 6 Science (Autumn Term 1): Living Things – micro-organisms lesson)</p>
<p>H11. how to maintain good oral hygiene (including</p>			<p>Year 4 Science Autumn Term 1: Teeth & Eating (looking after your teeth and the causes of plaque). Year 4 deliver short assembly to younger pupils on looking after teeth.</p>

	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)			
	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			Whole school assembly: Summer term 1 (Being safe in the sun) with follow up lesson/ messages in class.
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online			Online safety units in Computing (Spring 1). Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health			Speak Out, Stay Safe assemblies annually in January – NSPCC and Childline
Mental Health				
	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health			Year 3 Science Spring Term 1: Ways to be mentally healthy (as well as physically).
	H16. about strategies and behaviours that support mental health — including how good quality sleep,	Partially covered Y3 unit 2 Lesson 8: CALM/RELAXED/WORRIED Unit 7 Lesson 33: MAKING UP	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep	MH awareness week (May): assembly and follow-up lessons, including Well-being Wednesday. Yoga, meditation, Cosmic Kids.

	<p>physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>WITH FRIENDS</p>	<p>children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>NO OUTSIDERS lesson: Y4 'When Sadness Comes to Call'</p>
	<p>H17. to recognise that feelings can change over time and range in intensity</p>	<p>Y3 Unit 2 lesson 3 – 9 Years 4 – 6 Jumpstart lessons *this year only Year 4 Unit 2 Lessons 6 – 9 Year 5 Unit 1 Lesson 5 Year 6 Unit 1 Lesson 2 - 5</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p>	
	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>	<p>Y3 Unit 2 lesson 3 – 9 Years 4 – 6 Jumpstart lessons *this year only Year 4 Unit 2 Lessons 6 – 9 Year 5 Unit 1 Lesson 5 Year 6 Unit 1 Lesson 2 - 5</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	
	<p>H19. a varied vocabulary to</p>	<p>Y3 Unit 2 lesson 3 – 9</p>	<p>Article 13</p>	

	<p>use when talking about feelings; about how to express feelings in different ways;</p>	<p>Years 4 – 6 Jumpstart lessons *this year only Year 4 Unit 2 Lessons 6 – 9 Year 5 Unit 1 Lesson 5 Year 6 Unit 1 Lesson 2 - 5</p>	<p>You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</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>Year 3 Unit 3 Lesson 10: SELF-CONTROL I:STEPS FOR CALMING DOWN Unit 3 Lesson 11: SELF-CONTROL II: LEARNING SELFCONTROL Unit 3 Lesson 12: CONTROLS SIGNALS POSTER I:ANGER MANAGEMENT Unit 3 Lesson 13: CONTROL SIGNALS II USING THE CONTROL SIGNALS POSTER Unit 4 Lesson 14: MAD OR ANGRY III(BAXTER AND HIS TEMPER) Year 4 Unit 2 Lesson 7: RECOGNISING & CONTROLLING ANGER Unit 2 Lesson 8: Extension</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p>	

		<p>Lesson 1: CONTROL SIGNALS POSTER 1 Unit 2 Lesson 9: Extension Lesson 2: CONTROL SIGNALS POSTER 2 Unit 2 Lesson 11: FEELINGS INTENSITY Year 5 Unit 1 Lesson 6: RECOGNISING & CONTROLLING ANGER Unit 1 Lesson 6: Extension Lesson 1: CONTROL SIGNALS POSTER 1 Unit 1 Lesson 6: Extension Lesson 2: CONTROL SIGNALS POSTER 2 Year 6 Unit 1 Lesson 3: Reviewing the ProblemSolving Chart Unit 1 Lesson 4: Learning a Way to Calm Down Unit 1 Lesson 5: More Ways to Calm Down and Handle Stress</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	
	<p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>Year 3 Unit 2 Lesson 8: CALM/RELAXED/WORRIED Year 4 Unit 5 Lesson 40 COPING WITH DIFFICULT PROBLEMS Year 5 Unit 4 Lesson 28: MANAGING OUR FEELINGS Year 6 Unit 1 Lesson 3: Reviewing the ProblemSolving Chart Unit 1 Lesson 4: Learning a Way to Calm Down Unit 1 Lesson 5: More Ways to Calm Down and Handle Stress</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the</p>	

			<p>responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</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>Year 3 Unit 2 Lesson 3: INTRODUCTION TO FEELINGS/ HAPPY,SAD,PRIVATE Unit 2 Lesson 4: FINE,EXCITED,TIRED Unit 2 Lesson 5: SCARED OR AFRAID,SAFE Unit 2 Lesson 6: CROSS OR ANGRY 1 Unit 2 Lesson 7: CROSS OR ANGRY 2 - RECOGNISING ANGER Unit 2 Lesson 8: CALM/RELAXED/WORRIED Unit 2 Lesson 9: feelings REVIEW LESSON 1</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do,</p>	

			<p>what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</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>*Loss and Grief not covered Year 4 Unit 5 Lesson 40 COPING WITH DIFFICULT PROBLEMS Unit 5 Lesson 41 PATHS® Reactions and Review Year 5 Unit 5 Lesson 40: PATHS® Reactions and Review Year 6 Unit 5 Lesson 28: Looking Back, Looking Forward Unit 5 Lesson 29: Wall of Worries – Building a Foundation Unit 5 Lesson 30: PATHS® Reactions and Review</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>NO OUTSIDERS lesson: Y6 'Love You Forever'</p>

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	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>Year 6 Unit 5 Lesson 28: Looking Back, Looking Forward Unit 5 Lesson 29: Wall of Worries – Building a Foundation Unit 5 Lesson 30: PATHS® Reactions and Review</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	
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	<p>Ourselves, Growing & Changing</p>
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	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>*Partially covers Year 3 Unit 1 Lesson 2: PATHS® PUPIL FOR TODAY LESSON (COMPLIMENTING) Unit 2 Lesson 16: WE ARE ALL UNIQUE Year 4 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY Year 5 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY Year 6 unit 1 Lesson 1: PATHS® Review and PATHS® Pupil of the Day – Complimenting Unit 1 Lesson 2: All About Us -</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H26. that for some people gender identity does not correspond with their biological sex</p>		<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>NO OUTSIDERS lessons:</p> <p>Y4 'Julian is a Mermaid'.</p> <p>Y6 'My Princess Boy'</p>
	<p>H27. to recognise their individuality and personal qualities</p>	<p>Year 3 Unit 1 Lesson 2: PATHS® PUPIL FOR TODAY LESSON (COMPLIMENTING)</p>	<p>Article 2 All children have these rights, no matter who they are, where</p>	<p>NO OUTSIDERS lessons:</p> <p>Y3 'We're All Wonders'</p>

		<p>Unit 2 Lesson 16: WE ARE ALL UNIQUE</p> <p>Year 4 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY</p> <p>Year 5 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY</p> <p>Year 6 unit 1 Lesson 1: PATHS® Review and PATHS® Pupil of the Day – Complimenting</p> <p>Unit 1 Lesson 2: All About Us POTD in addition to this</p>	<p>they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Year 3 Unit 1 Lesson 2: PATHS® PUPIL FOR TODAY LESSON (COMPLIMENTING)</p> <p>Year 4 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY</p> <p>Year 5 Unit 1 Lesson 2: PATHS® PUPIL OF THE DAY</p> <p>Year 6 unit 1 Lesson 1: PATHS® Review and PATHS® Pupil of the Day – Complimenting</p> <p>Unit 1 Lesson 2: All About Us POTD in addition to this</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Year 3 Unit 9 Lesson 40: TRYING HARDER/ OVERCOMING OBSTACLES</p> <p>Year 5 Unit 2 Lesson 14: TRYING YOUR PLAN & EVALUATIONG WHAT HAPPENS</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a</p>	

	Unit 2 Lesson 15: TRYING AGAIN: OBSTACLES Unit 4 Lesson 27: SELF- CONCEPT – OUR FEELINGS & FRIENDSHIPS	disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.	
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction			Year 4, 5 and Year 6 Journey in Love lessons (Summer term 2): Y4 – external genitalia Y5 – internal reproductive organs Y6 – Reproduction
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)			Year 5 Journey in Love lessons (Summer term 2): changes to the body in puberty
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene			Year 5 Journey in Love lessons (Summer term 2): changes to the body in puberty
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are			Year 6 ‘Journey in Love’ lessons (Summer term 2)

	ways to prevent a baby being made); how babies need to be cared for¹			
	H34. about where to get more information, help and advice about growing and changing, especially about puberty			Year 5 Journey in Love lessons (Summer term 2): changes to the body in puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring	Partially covered Year 5 Unit 5 Lesson 39: BEING RESPONSIBLE: A CLASS PROJECT OF COMMERCATION	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	Year 6 No Outsiders lesson (Changes when growing up) Summer 2. Text: 'Love You Forever'.
	H36. strategies to manage transitions between classes and key stages	Year 6 Unit 5 Lesson 28: Looking Back, Looking Forward Unit 5 Lesson 29: Wall of Worries – Building a Foundation Unit 5 Lesson 30: PATHS® Reactions and Review	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where	NO OUTSIDERS lesson: Y6 'Love You Forever'.

			<p>they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	
Keeping Safe				
	<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>Year 3 unit 1 Lesson 1: CLASSROOM RULES MR JONES' CLASS Year 4 Unit 1 Lesson 1: FORMULATING CLASSROOM RULES Year 5 Unit 1 Lesson 1: FORMULATING CLASSROOM RULES</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their</p>	

			<p>culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H38. how to predict, assess and manage risk in different situations</p>	<p>Year 3 Unit 4 Lesson 16: PROBLEM-SOLVING MEETING I Unit 4 Lesson 17: PROBLEM-SOLVING MEETING II SCHOOL TRANSITIONS Unit 5 Lesson 25: PROBLEM-SOLVING MEETING III – FRIENDSHIP/ PLAYTIME Unit 9 Lesson 40: TRYING HARDER/ OVERCOMING OBSTACLES Unit 10 Lesson 44: PROBLEM SOLVING MEETING IV: BULLYING Year 4 Unit 1 Lesson 4: THE GOLDEN RULE Unit 2 Lesson 9: Extension Lesson 2: CONTROL SIGNALS POSTER 2</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their</p>	

		<p>Unit 2 Lesson 14: SOLVING AN IMPORTANT PROBLEM</p> <p>Unit 3 Lesson 23: MAKING GOOD DECISIONS 3 Acting On Impulse</p> <p>Unit 3 Lesson 24 MAKING GOOD DECISIONS 4 Making a Choice</p>	<p>culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe			Year 4 Science Spring Term 2: Electricity (PSHE lesson linked to this, but focus on wider risks within the home)
	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)			Year 4 PSHE lesson (see box above) to cover wider risks within the home. Year 6 Science (Spring Term 1)
	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>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich</p>	Year 5 Crucial Crew (annually in Spring Term 1) covering a range of topics about keeping safe locally. Fire brigade visits – around firework safety (Oct/Nov) and water safety (Summer term).


			<p>or poor. No child should be treated unfairly on any basis.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</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>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection</p>	<p>Online safety units in Computing (Spring 1).</p> <p>Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.</p> <p>Speak Out, Stay Safe assembly (annually in January) NSPCC and Childline</p>

			<p>from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	H43. about what is meant by first aid; basic techniques for dealing with common injuries			<p>Year 4 PSHE lesson 'Calling for Help' Year 6 PSHE lessons summer term – St John's Ambulance 'KS2 Basic First Aid' lesson</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>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if</p>	<p>Year 5 Crucial Crew (annually in Spring Term 1) covering a range of topics about keeping safe locally.</p>

			you've been hurt, neglected or badly treated	
	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³			Speak Out, Stay Safe assembly (annually in January) NSPCC and Childline
Drugs, Alcohol, Tobacco				
	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			Year 6 Science (Spring 1) Human heart and circulation – supplemented with bbc bitesize and safe4me resources
	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			Year 6 Science (Spring 1) Human heart and circulation – supplemented with bbc bitesize and safe4me resources
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);		Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind	Year 6 Science (Spring 1) Human heart and circulation – supplemented with bbc bitesize and safe4me resources

	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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			Year 6 lessons on peer pressure and growing up (Summer term 2) supplemented with Newsround resources and BBC Bitesize.
2. Relationships	Families and Close Personal Relationships			
	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	Year 3 Unit 5 Lesson 22: MAKING FRIENDS (BAXTER MAKES A NEW FRIEND) Year 3 Unit 5 Lesson 25: PROBLEM-SOLVING MEETINGIII –FRIENDSHIP/ PLAYTIME (OPTIONAL) Unit 7 Lesson 32: KEEPING FRIEND- BAXTER’S CHALLENGE Year 4 Unit 2 Lesson 17: BEST FRIENDS PART ONE Unit 2 Lesson 19: BEST FRIENDS PART THREE Unit 2 Lesson 20: BEST FRIENDS PART FOUR	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19	
		Friendship-Making Up Year 5 Unit 4 Lesson 21: MAKING NEW FRIENDS Unit 4 Lesson 22: JOINING IN WITH OTHERS	You have the right to be protected from being hurt and mistreated, in body or mind	

	<p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>			<p>NO OUTSIDERS lessons:</p> <p>Y4 'Julian is a Mermaid'</p> <p>Y5 'Kenny lives with Erica and Martina'</p>
	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p>			<p>Journey in Love lessons (Year 6 Summer Term 2)</p>
	<p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>			<p>Journey in Love lessons (Year 6 Summer Term 2)</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>Year 4 (linked to RE work on families in Autumn): 'Big Book of Families'.</p>

	<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Year 4 (linked to RE work on families in Autumn): 'Big Book of Families'</p> <p>NO OUTSIDERS lessons:</p> <p>Y5 'The Girls'</p> <p>Y6 'Love You Forever'</p>
	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex</p>	<p>Partially Covered Year 6 Unit 4B Lesson 21: What is Respect? Unit 4B Lesson 22: Respect in</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p>	

	<p>parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	<p>the Community</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	
	<p>R8. to recognise other shared characteristics of healthy</p>		<p>Article 6 You have the right to be alive, survive and to develop through</p>	<p>Year 4 (linked to RE work on families in Autumn): 'Big Book of Families'.</p>

	<p>family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>		<p>life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	
	<p>R9. how to recognise if family relationships are making</p>	<p>Partially covered Year 3 Unit 2 Lesson 5: SCARED OR AFRAID,SAFE</p>	<p>Article 6 You have the right to be alive, survive and to develop through</p>	<p>Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons</p>

**them feel unhappy or unsafe,
and how to seek help or advice**

life. The Government must keep children safe from harm.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Friendships

	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>Year 3 Unit 5 Lesson 22: MAKING FRIENDS(BAXTER MAKES A NEW FRIEND) Unit 5 Lesson 25: PROBLEM-SOLVING MEETINGIII – FRIENDSHIP/ PLAYTIME Unit 7 Lesson 33: MAKING UP WITH FRIENDS Year 4 Unit 2 Lesson 17: BEST FRIENDS PART ONE Unit 2 Lesson 18: BEST FRIENDS PART TWO Unit 2 Lesson 19: BEST FRIENDS PART THREE Year 5 Unit 4 Lesson 27: SELF-CONCEPT – OUR FEELINGS & FRIENDSHIPS Unit 3 Lesson 16: Conflict on the Court</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>	
	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, 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>Year 3 Unit 5 Lesson 22: MAKING FRIENDS(BAXTER MAKES A NEW FRIEND) Unit 5 Lesson 25: PROBLEM-SOLVING MEETINGIII – FRIENDSHIP/ PLAYTIME Unit 7 Lesson 33: MAKING UP WITH FRIENDS Year 4 Unit 2 Lesson 17: BEST FRIENDS PART ONE Unit 2 Lesson 18: BEST FRIENDS PART TWO Unit 2 Lesson 19: BEST FRIENDS PART THREE Year 5 Unit 4 Lesson 27: SELF-CONCEPT – OUR FEELINGS &</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be</p>	<p>Required objectives, online friendships, also implicitly covered through the PATHS programme coaching support <u>N.B</u> PATHS coaching support materials such as online safety lessons can also be used here to link to these objectives.</p>

		<p>FRIENDSHIPS Unit 3 Lesson 16: Conflict on the Court</p>	<p>treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</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>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Online safety units in Computing (Spring 1). Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.</p>

			<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	<p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>Year 3 Unit 5 Lesson 21: SHY,LONELY Unit 5 Lesson 19: FAIR PLAY RULES Year 4 Unit 2 Lesson15: AVOIDING GOSSIP Unit 5 Lesson 31: REJECTED / EXCLUDED Year 6 Unit 1 Lesson 7: Getting Help from Others</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39</p>	<p>Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons</p>

			You have the right to help if you've been hurt, neglected or badly treated	
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	Year 3 Unit 5 Lesson 21: Shy and Lonely Unit 10 Lesson 42 Rejected and Included Year 4 Unit 2 Lesson 19 & 20 – Best Friends Story Part 3 and 4 Year 5 Unit 5 Lesson 31 Rejected, excluded	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind..	
	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	Year 4, Unit 2 Feelings and Relationships Unit 3, Making Good Decisions Year 5, Unit 4 Making and Keeping Friends	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what	

			<p>their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	<p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	<p>Year 5 Unit 4 Lesson 21 Making new friends Unit 4 Lesson 27 Self-concept: Our feelings and friendships Unit 5 Lesson 31 Rejected, excluded</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they</p>	

			<p>are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>	
	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Year 3 Unit 7 Lesson 32 Keeping friends Unit 7 Lesson 33 Making up with friends Unit 8 Lesson 36 Accident/ on purpose Year 4 Unit 2 Lesson 17,18,19&20 Best Friends part1,2,3&4 Year 5 Year 6 Unit 3 Lesson 15 What is conflict? Unit 3 Lesson 16 Conflict on the court Unit 13 Lesson 17 Conflict resolution</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>	
	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p>	<p>Online safety units in Computing (Spring 1). Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.</p>

	<p>manage this and ask for support if necessary</p>		<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	<p>Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons</p>
	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep</p>	<p>Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons</p> <p>Anti-bullying week (annually in November) with Rock Kidz, assemblies, lessons and whole school events.</p>

	<p>behaviour</p>		<p>children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p>	<p>Online safety units in Computing (Spring 1). Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.</p>

	<p>teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>		<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	<p>Anti-bullying week (annually in November) with Rock Kidz, assemblies, lessons and whole school events.</p> <p>Clear behaviour and anti-bullying policy with children knowing about speaking to a trusted adult.</p> <p>NSPCC Speak Out, Stay Safe assemblies annually in January for all children (with follow-up lessons in class).</p>
	<p>R21. about discrimination: what it means and how to challenge it</p>	<p>Year 5 Unit 5 Lesson 32 Stereotypes and Discrimination Unit 5 lesson 33 Being Responsible and Creating</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p>	

		Change	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p> <p>.</p>	
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Safe Relationships

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

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Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Online safety unit in Computing – Spring term 1
Safer Internet Day (annually in February)

Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons

Class and school 'Golden Rules' reinforced daily. Behaviour policy and therapeutic schools approach embedded.

			Article 39 You have the right to help if you've been hurt, neglected or badly treated	
	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			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February) Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons

	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons
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			<p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	R26. about seeking and giving permission (consent) in different situations			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons
	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		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2</p>	Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons

	<p>when it is right to break a confidence or share a secret</p>		<p>All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
	<p>R28. how to recognise</p>	<p>Year 4</p>	<p>Article 6</p>	

	<p>pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>Unit 3 Lesson 21 – Making Good Decisions 1 Unit 2 lesson 22 – Making Good Decisions 2 Also links to feelings and problem solving lessons</p>	<p>You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39</p>	
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			You have the right to help if you've been hurt, neglected or badly treated	
	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 7-11) & follow-up lessons
Respecting Self and Others				
	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	<p>Year 3 Unit 10 Lesson 41 – Malicious and Kind Unit 10 Lesson 42 – Rejected and Included</p> <p>Year 4 Unit 2 Lesson 15 – Avoiding Gossip Unit 2 Lesson 17 – 20 – Best Friends story</p> <p>Year 5 Unit 4 Lesson 23 – 25 – The Eagles and the Championship Cup Final Unit 5 Lesson 30 – Dealing with Gossip</p> <p>Links to feelings, friendships and problem solving lessons Links to our Online Safety plans</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and</p>	
			mistreated, in body or mind.	

	<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>Y3, 4, 5, 6, Complimenting Lessons Y3, Units 5, 6 and 7 – Getting Along with Others, Feelings in Relationships Y4 – Feelings and Relationships, Unit 4, Being Responsible and Caring for Others Y5 – Unit 5, Being Responsible and Caring for Others Y6 – Unit 4B Respect</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or</p>	<p>Year 6 - Unit 4B – Respect</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2</p>	

	<p>background</p>		<p>All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</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>Year 3 Unit 5 Lesson 18 – Listening to Others Year 4 Unit 1 Lesson 5 – Listening to Others Year 6 Unit 4B – Respect</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be</p>	

			<p>treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>	<p>Year 3 Unit 6 Lesson 28 – Different Points of View Year 4 Unit 4 Lesson 27 – Being Responsible and Creating Change Unit 5 Lesson 31 - Problem Identification 3: Different Points of View Year 6 Unit 3 Lesson 15 – What is Conflict? Unit 3 Lesson 17 Conflict Resolution Unit 3 Lesson 18 Resolving Conflict Unit 3 Lesson 19 Stating the Problem Lesson 20 Listening Thoughtfully</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	

			Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.	
	Shared Responsibilities			
	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>'Golden Rules' embedded and reinforced daily within school life.</p> <p>Class transition sessions</p> <p>Rule of Law - British values (Parliament week in Year 6)</p>
		L2. to recognise there are human rights, that are there		UNCRC - all
	to protect everyone			

	<p>L3. about the relationship between rights and responsibilities</p>	<p>Y4, 5, 6, Social Responsibility, Biographies, Respect</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</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>Year 4 Unit 1 Lesson 4 – The Golden Rule Year 5 Unit 1 Lesson 4 – The Golden Rule Unit 5 Lesson 34 – Caring for Others – Dr Martin Luther King</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights,</p>	

		Jr Speech	<p>no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</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>	Y4, 5, 6, Social Responsibility, Biographies, Respect	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	

			<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>L7. to value the different contributions that people and groups make to the community</p>			<p>RE 'Community' topics (Y3-6)</p> <p>NO OUTSIDERS lesson: Y4; Aalfred and Aalbert'</p>
	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and</p>	<p>NO OUTSIDERS lessons:</p> <p>Y3 'Planet Omar: Accidental Trouble Magnet'</p> <p>Y4 'Along Came a Different'</p> <p>Y6 'My Princess Boy'</p>

			mistreated, in body or mind.	
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	Year 5 Unit 5 Lesson 32 Stereotypes and Discrimination Unit 5 lesson 33 Being Responsible and Creating Change	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	NO OUTSIDERS lessons: Y3 'The Truth about Old People'
	L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	Year 5 Unit 5 Lesson 32 Stereotypes and Discrimination Unit 5 lesson 33 Being Responsible and Creating Change	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2</p>	NO OUTSIDERS lessons: Y6 'The Whisperer'

		<p>Biographies</p>	<p>All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated</p>	
<p>Media Literacy and Digital Resiliency</p>				

	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)</p>
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			Article 39 You have the right to help if you've been hurt, neglected or badly treated	
	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
	L13. about some of the different ways information and data is shared and used online, including for commercial purposes			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)

	identify misinformation			
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Economic Wellbeing and Money

<p>L17. about the different ways to pay for things and the choices people have about this</p>			<p>Barclay's Life Skills Lesson: Y5 Safe & Sensible Spending completed in Summer term 2</p>
<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Barclay's Life Skills Lesson: Y6 'Planning how to Spend & Save Money' in Summer term 2</p>
<p>L19. that people's spending</p>		<p>Article 6 You have the right to be alive,</p>	<p>Barclay's Life Skills Lesson: Y5 Safe & Sensible Spending completed in Summer term 2</p>

	<p>decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>		<p>survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p>			<p>Barclay's Life Skills Lesson: Y5 'Safe & Sensible Spending' in Summer term 2</p>
	<p>L21. different ways to keep track of money</p>			<p>Barclay's Life Skills Lesson: Y4 'Introducing bank accounts and digital money (Summer term 1)</p>
	<p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and</p>			<p>Barclay's Life Skills Lesson: Y5 'Safe & Sensible Spending' in Summer term 2</p>
	<p>ways of keeping money safe</p>			<p>Barclay's Life Skills Lesson: Y6 'Planning how to Spend & Save Money' in Summer term 2</p>

	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Barclay's Life Skills Lesson: Y5 'Safe & Sensible Spending' in Summer term 2</p> <p>Barclay's Life Skills Lesson: Y6 'Planning how to Spend & Save Money' in Summer term 2</p>
	<p>L24. to identify the ways that money can impact on people's feelings and emotions</p>		<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights,</p>	<p>Barclay's Life Skills Lessons – Y3 to Y6</p>

			<p>no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
Aspirations, Work and Career				
	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Year 4 Unit 5 Lesson 33 – Goals – Identifying Individual Goals Unit 5 Lesson 34 – Setting Positive Goals Year 5 Unit 3 Lesson 19 – Setting a Goal and Making a Plan Year 6 Unit 5 Lesson 28 – Looking Back, Looking Forward</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich</p>	

			<p>or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life			Barclay's Life Skills: Transition toolkit (including future jobs and careers)
	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	Year 5 Unit 5, Stereotypes Biography Lessons		
	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to	Year 5 Unit 5, Stereotypes Biography Lessons		

	certain jobs)			
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	<p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>			<p>Barclay's Life Skills: Transition toolkit (including future jobs and careers)</p>
	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>Year 3 Unit 5 Lesson 5 – Listening to Others Unit 6 Lesson 28 Different Points of View Year 4 Unit 1 Lesson 3 Co-operative Learning Skills Unit 1 Lesson 4 – The Golden Rule Unit 1 lesson 4 – Listening to Others Unit 5 Lesson 31 Problem Identification 3 – Different Points of View Year 5 Unit 1 Lesson 3 Co-operative Learning Skills Unit 1 Lesson 4 – The Golden Rule Year 6 Unit 2 Lesson 10 – Good Listening Skills Unit 2 Lesson 13 – Study Skills Unit 3 Lesson 15 – What is Conflict? Unit 3 Lesson 17 – Conflict Resolution Unit 3 Lesson 18 – Resolving conflict</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	

		<p>Unit 3 Lesson 19 – Stating the Problem</p> <p>Unit 3 Lesson 20 Listening Thoughtfully</p> <p>UNIT 4B Lesson 21 – What is Respect?</p>	<p>Article 28</p> <p>You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 29</p> <p>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	
	L31. to identify the kind of job that they might like to do when they are older			Barclay’s Life Skills: Transition toolkit (including future jobs and careers)
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)			Barclay’s Life Skills: Transition toolkit (including future jobs and careers)