



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

PSHE	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Children will be taught PSHE lessons weekly addressing needs that have come up in class, following the 'best practice' of child led learning. These lessons will still fall under the key domains and sub-headings.	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Knowing who cares for them - Know who are important in their lives - Understand 'family' and how each one can be different - Know the importance of telling people if you are worried. - Can show how people can care for one another - Can demonstrate how to tell someone if you are worried. <p>Safe Relationships</p> <ul style="list-style-type: none"> - Know when someone is hurt, physically or emotionally - Understand what 'private' is – including the body parts - To know there are different types of touching and how they make people feel. - Know when it is important to ask permission to touch others - Can demonstrate how to respond appropriately if being touched makes them feel uncomfortable or unsafe. 	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Knowing how to meet and make friends and be a 'good' friend. - Know ways strategies for positive play. - Know what causes arguments between friends and how to positively resolve them. - Can recognise how to ask for help when feeling negative or how to help others. <p>Safe Relationships</p> <ul style="list-style-type: none"> - Know how to recognise hurtful behaviour and what to do (including online) - Know what bullying is, different types and the feelings involved. - Learn about the difference between happy surprises and secrets - Know how to resist pressure to do something uncomfortable or unsafe. - Know vocabulary for asking for help <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Learn how friends can have both similarities and differences - Learn how to play and work cooperatively in different groups and situations 	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Recognise and respect there are different types of families - To learn about the positive aspects of a family. - Recognise the different ways people can care about each other. - Can identify and know what to do if something or someone in a family is making them feel unhappy or unsafe. <p>Safe Relationships</p> <ul style="list-style-type: none"> - Know what is appropriate to share with family, friends and wider social groups - Learn what privacy and personal boundaries are. - Learn about the effects and consequences of bullying for people involved. - Know what to do and who to tell if they see or experience bullying or hurtful behaviour. <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Recognise and model respectful behaviour in different situations - Know the importance of self-respect and the right to be treated respectfully. - Know what it means to be polite and treat others politely 	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Recognise the features of positive healthy friendships and use strategies to build them. - How to seek support with relationships if they feel lonely or excluded. <p>Safe Relationships</p> <ul style="list-style-type: none"> - To differentiate between playful teasing, hurtful behaviour and bullying and know how to respond to this (including online) - Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage this pressure. - Know when it is right to keep or break a confidence or share a secret. <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Recognise and respect differences between people such as gender, race and faith. - Recognise and respect what people have in common with others e.g. shared values, likes and dislikes, aspirations. - To know what vocabulary to use to sensitively discuss 	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Recognise what makes a healthy friendship and what strategies can be used to help someone feel included. - Recognise peer influence and the impact of the need for peer approval and strategies to manage these. - Understand it is common for friendships to experience challenges and to identify strategies to positively resolve them. - Recognise friendships can change over time and recognise if a new friendship makes them feel unsafe, worried or uncomfortable, knowing when to seek support. <p>Safe Relationships</p> <ul style="list-style-type: none"> - Identify what physical touch is acceptable, unacceptable, wanted or unwanted and how to respond and give permission. - Describe how it feels to be uncomfortable and that it is never someone's fault if they have experienced unacceptable contact. - Learn that no one should keep a secret if it makes 	<p>Families and Friendships</p> <ul style="list-style-type: none"> - Recognise what it means to be attracted to someone, having different kinds of healthy loving relationships (defining the qualities that make these) and that this can be across any gender, ethnicity or faith. - Explain the difference between gender identity and sexual orientation and everyone's right to be loved. - Know what marriage and civil partnerships mean, and ways couples show love and commitment to each other. - Understand that everyone has the right to choose if they want to marry and that forced marriage is illegal, knowing how and where to report it. <p>Safe Relationships</p> <ul style="list-style-type: none"> - Compare the features of a healthy and unhealthy friendship. - Learn about shared responsibility if someone is put under pressure to do something dangerous and it goes wrong. - Learn how to recognise and respond to pressure from others, including friends, to do something unsafe. - Know what consent means and how to seek and give/not give it in different situations. <p>Respecting Ourselves and Others</p>

		<ul style="list-style-type: none"> - Can demonstrate how to ask for and give/not give permission <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Know what kind and unkind behaviour is and how it makes people feel - Know what respect means - Can create rules, as part of a large group, for the classroom. 	<ul style="list-style-type: none"> - Learn how to share ideas, listen to others, take part in discussions and give clear reasons. 	<ul style="list-style-type: none"> - Recognise ways which people show respect and courtesy in different cultures and wider society. 	<p>difference and include everyone.</p>	<p>them uncomfortable and who to tell.</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> - Recognise everyone should be treated equally. - Learn why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to your own. - Learn what discrimination is and its impact on individuals, groups and society as well as how it can be challenged/reported. 	<ul style="list-style-type: none"> - Recognise the link between values and behaviour and how to be a positive role model. - Learn how to listen, discuss respectfully and challenge each other in discussions.
<p>Living in the Wider World</p>	<p>Children will be taught PSHE lessons weekly addressing needs that have come up in class, following the 'best practice' of child led learning. These lessons will still fall under the key domains and sub-headings.</p>	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Know rules can be used in different situations. - Know different people can have different needs - Can demonstrate different ways we care for different people/living things - Can demonstrate how they can look after the environment. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Recognise that there may be people online who could make me feel sad, embarrassed or upset. - Know who they can tell if they see something online that makes them feel sad, embarrassed or upset. - I can use the internet with adult support to communicate with people I know. 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Learn about being a part of different groups, and the roles they play. - Learn about different rights and responsibilities they have in school. - Learn how communities can help people from different groups feel included. - Can recognise that everyone is equal as well as how they are the same and different to others in their community. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Can explain how other people's identity online can be different to their identity in real life and how they achieve this. - Can give examples of how I might use technology to communicate with others I don't know well. - Can explain how information put online about them can last for a long time. 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Know why we have rules and laws and what happens if they are broken. - Identify human rights and how they protect people, giving examples. - Learn about how rights and responsibilities are linked. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). - Explain some risks of communicating online with others I don't know well. - Explain why I should be careful who I trust online and what information I can trust them with. - Explain what it means to 'know someone' online and why this might be different from knowing someone in real life. 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Recognise the meaning and benefits of living in a community, recognising the different ones they belong to. - Learn how different groups and individuals contribute and make up a community. <ul style="list-style-type: none"> - Learn how to show compassion towards others in need and that there is a shared responsibility to caring for them. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Explain how my online identity can be different to the identity I present in 'real life'. - Explain how my online identity can be different to the identity I present in 'real life'. - Explain ways that some of the information about me online could have been 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Learn how resources are allocated and the effect this has on individuals. - Know the importance of protecting and showing compassion for the environment, and living things and how our actions can support or damage it. - Learn how money is spent and how it affects the environment. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Explain how identity online can be copied, modified or altered. - Explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. - Describe ways that information about people online can be used by 	<p>Belonging to a Community</p> <ul style="list-style-type: none"> - Learn what prejudice means and to differentiate it from discrimination - To recognise acts of discrimination and respond to and challenge discrimination - Recognise stereotypes and their influences on attitudes and how they are perpetuated. <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - Describe ways in which media can shape ideas about gender. - Identify messages about gender roles and make judgements based on them. - Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). - Explain how I am developing an online reputation which will allow other people to form an opinion of me. - Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.

		<ul style="list-style-type: none"> - Through discreet teaching I can describe what information I should not put online without asking a trusted adult first. - I can give examples of bullying behaviour and how it could look online. <p>Money and Work</p> <ul style="list-style-type: none"> - Know that everyone has different strengths - Learn how different strengths and interests are useful for different jobs - Learn about which jobs help us in the community 	<ul style="list-style-type: none"> - Can talk about how someone can/would get help about being bullied online. <p>Money and Work</p> <ul style="list-style-type: none"> - Learn what money is and its different forms - How money can be attained, looked after and spent. - To recognise the different between needs and wants and its links to spending. 	<ul style="list-style-type: none"> - Recognise I need to be careful before I share anything about myself or others online. - Describe rules about how to behave online and how I follow them. - I understand and can give reasons why passwords are important and describe simple strategies for creating and keeping passwords private. <p>Money and Work</p> <ul style="list-style-type: none"> - Learn that people can have more than one job in different sectors - To challenge common myths and gender stereotypes related to work. - Learn about specific skills required for some jobs. - To recognise their interests, skills and achievements linking these to setting future goals. 	<p>created, copied or shared by others.</p> <ul style="list-style-type: none"> - Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. - Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. <p>Money and Work</p> <ul style="list-style-type: none"> - Learn how people make different spending decisions based on budget, values and needs. - Learn how to keep track of money and why it is important to do. - Learn about different ways to pay for things and the reason for using them. - Know how people spend money can have positive or negative effects on others. 	<p>others to make judgments about an individual.</p> <ul style="list-style-type: none"> - Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. Such as blocking or reporting. - Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). <p>Money and Work</p> <ul style="list-style-type: none"> - Identify jobs they would like to do in the future and the role ambition has in achieving this. - Learn how or why someone might choose a career and what could influence their decision e.g. pay - Learn about the importance of diversity and inclusion to promote people's career opportunities and the variety of routes available into work. - Learn about stereotypes in the workplace, its impact and how to challenge it. 	<ul style="list-style-type: none"> - Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). <p>Money and Work</p> <ul style="list-style-type: none"> - Identify the role money plays in people's lives, attitudes towards it, what influences decisions and how to judge if something is 'value for money' - Learn how companies encourage customers to buy things and why its important to be a critical consumer - How having or not having money can impact a person's emotions, health and wellbeing. - Know common risks with money such as debt and how money can be gained or lost quickly, learning how to seek support for people about gambling or other risks.
Health and Wellbeing	Children will be taught PSHE lessons weekly addressing needs that have come up in class, following the 'best practice' of	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Learn what is means to be healthy and its importance - How to take care of yourself daily – including basic hygiene, diet, physical activity. 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Learn about routines and habits for good physical and mental health. - Learn why sleep and rest are important for growth. - Learn about the importance of medicines, including vaccines and immunisations 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Identify healthy and unhealthy choices and how to make healthy choices. - Learn about the positive and negative impact of habits and how they can be maintained, changed or stopped. 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Identify a wide range of factors involved in maintaining a balanced, healthy lifestyle, physically and mentally. - Know how to recognise early signs of physical illness. 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Learn how sleep contributes to a healthy lifestyle and how to maintain sleep strategies. - Know the benefits of being outdoors in the sun whilst managing the risks related to sun exposure. 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Learn how mental health is just as important as physical health. - Learn that anyone can be affected by mental ill-health. - Know positive strategies for managing feelings when they are not so good – seeking help and support.

<p>child led learning. These lessons will still fall under the key domains and sub-headings.</p>	<ul style="list-style-type: none"> - Know who can help children stay healthy e.g. parents, doctors, dentists - Learn how to keep safe in the sun. <p>Growing and Changing</p> <ul style="list-style-type: none"> - To recognise what makes them special and unique - To manage and who to tell when finding things difficult or they go wrong. - Know how they are the same and different to others. - To recognise feelings in themselves and others and how it affects behaviour. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Know how rules keep us safe - Know why some things have age restrictions. - Know basic rules for keeping safe online. 	<ul style="list-style-type: none"> - Learn about the importance of brushing teeth and the effect of certain foods and drinks on teeth. - Recognise how to describe and share a range of feelings - Learn how to manage big feelings including those associated with change, loss and bereavement. <p>Growing and Changing</p> <ul style="list-style-type: none"> - To recognise the human life cycle - To understand how our needs and bodies change as we grow up - To identify and name body parts including genitalia <p>Keeping Safe</p> <ul style="list-style-type: none"> - Know how to recognise risk in everyday situations <ul style="list-style-type: none"> - Know how to keep themselves safe in familiar and unfamiliar environments, knowing steps to remove themselves from danger. <ul style="list-style-type: none"> - Know how to keep themselves safe in relation to electrical appliances, fire safety and medicines - Learn how to respond if there is an accident or someone is hurt. - Learn whose job it is to keep us safe and to help in an emergency (including calling emergency services). 	<ul style="list-style-type: none"> - Identify a healthy, balanced diet. - Identify the positive physical and mental benefits of exercise. - Identify ways people express feelings and how these can become more or less powerful over time. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify that everyone is an individual with unique and valuable contributions to make. - Recognise how strengths and interest form part of your identity and what you're proud of. - To recognise common challenges to self and manage and reframe setbacks. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Identify typical hazards at home and school - Predict, assess and manage risk in everyday situations - Learn about the importance of fire safety at home - Know the importance of following safety rules from parents and other adults <ul style="list-style-type: none"> - Know how to keep themselves safe in the local environment and unfamiliar places. 	<ul style="list-style-type: none"> - Learn that common illnesses can be quickly and easily treated with the right care. - Know how to manage and maintain oral hygiene and dental health including the importance of regular dentist visits. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify external genitalia and reproductive organs - Learn about physical and emotional changes during puberty, including menstrual cycle, erections and wet dreams. - Know strategies to manage the changes during puberty, including hygiene routines. - Know how to discuss challenges of puberty with a trusted adult and get information and further advice. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Recognise the importance of taking medicine and using household products safely. - Recognise what is meant by a drug and that drugs common in everyday life can affect health and wellbeing through the exploration of their effects. <ul style="list-style-type: none"> - Identify the risks associated with drugs common in everyday life, including addition. 	<ul style="list-style-type: none"> - Learn how medicines can contribute to health and that diseases can be prevented by vaccinations and immunisations. - Understand how bacteria and viruses affect health and also how they can be prevented with everyday routines, keeping a clean environment. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify 'personal identity' and what contributes to it. - Understand that for some people their gender identity does not match their biological sex. - Learn how to recognise, respect and express individuality and personal qualities. - Learn about ways to boost their mood and improve emotional wellbeing linking with interests and hobbies <p>Keeping Safe</p> <ul style="list-style-type: none"> - Identify when situations become risky, unsafe or an emergency and when they need to take responsibility for their own safety. <ul style="list-style-type: none"> - Know the difference between positive risk taking and dangerous behaviour. - Learn how to deal with common injuries using basic 1st aid. - Know how to respond in an emergency, including when to contact emergency services. 	<ul style="list-style-type: none"> - Learn about the changes that may occur in life – including death and how these can cause feelings of grief or loss, recognising how they are expressed and strategies for supporting people. <p>Growing and Changing</p> <ul style="list-style-type: none"> - Identify changes growing up such as increasing independence and how this feels. - Recognise feelings about the transition to secondary school and how relationships may also change as they grow up and move. - Learning practical strategies to support the transition to secondary school. - Identify the links between love, committed relationships and conception. - Learn what sexual intercourse is and how pregnancy occurs. - Learn the responsibilities of being a parent or carer and how a baby can change their lives. <p>Keeping Safe</p> <ul style="list-style-type: none"> - Identify why age restrictions are important and how they help people make safe decisions on what to watch or play - Learn about the risks and effects of different drugs - Learn about the laws relating to drugs common in every day life and those which are illegal. - Recognise why people choose to use or not use common drugs both legal and illegal. <ul style="list-style-type: none"> - Learn how the media might influence opinions and decisions on drugs.
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Vocabulary	Family	Friendship	Families	Respect	Friendship	Relationships
	Care	Caring	Different	Trust	Inclusion	Gender
	Love	Sharing	Same sex	Interests	Peer pressure	Ethnicity
	Differences	Conflict	Step parents	Communicating	Peer approval	Faith
	Understand	Argument	Blended family	Safety	Peer influence	Sexual orientation
	Worried	Making up	Fostering/ adoption	Understanding	Challenge	Commitment
	Safety	Help	Care	Behaviour	Conflict	Marriage
	Private	talking	Support	Bullying	support	Civil partnership
	Touch	Bullying	encouragement	Pressure	Physical	Forced marriage
	Ask	Talking/ sharing	Computer	Risks	Touch	Friendship
	Permission	Surprises	Online	reporting	Contact	Responsible
	Kind	Secrets	Safety	Differences	Privacy	Peer pressure
	Unkind	Pressure	Privacy	Gender	Personal space	consent
	Choices	Safe	Rules	Race	support	Role model
	Rules	Unsafe	Bullying	Faith	Respect	Respect
	Sharing	Help/ support	helping	Respect	Equality	Challenge
	Taking turns	Similar	Respect	inclusion	Diversity	Discuss
	Rules	Different	Responsibility	Community	Beliefs	Conflict
	Care	Co-operating	Behaviour	Belonging	Traditions	Support
	Respect	Play	Self-respect	Compassion	Discrimination	Prejudice
	Belonging	Care	Culture	Responsibilities	Bullying	Discrimination
	Environment	listening	Society	Online	Challenging	Identity
	Computer	Groups	Rules	Digital footprint	supporting	stereotypes
	Internet	Belonging	Law	Adverts	Community	Internet
	Safety	Rights	Human rights	Buying	Environment	content
	Talking	Responsibilities	Responsibility	Persuasion	Protection	Communicate
	Online	Community	Internet	Money	Care	Restrictions
	Strengths	equal	Computer	Budget	Compassion	Regulations
	Talents	Internet	Changes	Decisions	Responsibility	Emotions/ feelings
	Interests	Online	Accurate	Tracking	Shared purpose	Rules/ laws
	Jobs/ roles	Facts	False	Saving	Media	Money
	Work	Entertainment	Safety	spending	Online	Value
	Healthy	True/ false	Appropriate	Health	Stereotypes	Consumer
	Unhealthy	Money	communicating	Physical	Challenging	Risks
	Exercise	Paying	Healthy	Mental	Reliability	Debt
	Playing	Saving	Unhealthy	Illness	Safe	Fraud
	Safety	Spending	Choices	Doctor/ nurse	Storing	Gambling
	Sun	Need	diet	Dentist	sharing	Scams
	Helping	Want	Sleep	Oral	Career	Health
	Special	Choice	Exercise	choices	Ambition	Mental
	Different	Physical	habits	Genitalia	Aims/ goals	Physical
	Feelings	Mental	Health	Menstruation	Influences	Strategies
	Emotions	Body	Habits	Changes	Diversity	Feelings/ emotions
	Choices	Brain	Mental	Puberty	Inclusion	Support
	Behaviour	Sleep	Physical	Hygiene	stereotypes	Loss
	Safe	Rest	diet	Medicine	Physical	Grief
	Online	Medicine	Exercise	Drug	Mental	Expression
	Rating	Doctors/ nurses/ dentist	Sleep	Purpose	Sleep	Positive habits
	Trust	Feelings	Body language	Health	Sun damage	Change
		Moods	Unique	Wellbeing	Heat stroke	Transition
		Change	Valuable	Side effects	Allergies	Conception
		loss	Individual	habits	Vaccinations	Intercourse
		Baby	Strengths		Immunisations	Consent
		Toddler	Identity		Bacteria	Sperm
		Child	Personality		Virus	Egg
		Teenager	Challenges		hygiene	Contraception
		Adult	Support		Identity	responsibility

		<p>Elderly Body parts - vulva, vagina, penis, testicles Risk Safety Danger Electricity Fire Medicines Accident emergency</p>	<p>setbacks Hazards Risks Safety Road, rail, water, fire</p>		<p>Race Sex Gender Faith Culture Understanding Acceptance Emotional wellbeing Interests and hobbies Personal choices Risk Safety Responsible Injuries Emergence</p>	<p>Online Risks Misuse Age rating Age restrictions Drugs Choices Media Mixed messages</p>	
Resources – Including link to Reading	-	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>Metro charity KS1 Love and respectful relationships</p> <p>NSPCC – The underwear rule resources(PANTS)</p> <p>1 decision (5-8)-Relationships £</p> <p>1 decision (5-8)-Being responsible £</p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS1)</p> <p>1 decision (5-8) -Keeping/staying healthy £</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>1 decision (5-8)-Feelings and emotions £</p>	<p>1 decision (5-8) - Relationships £</p> <p>NSPCC – The underwear rule resources(PANTS)</p> <p>1 decision (5-8)-Relationships £</p> <p>Thinkuknow Jessie and Friends</p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>1 decision (5-8)-Money matters £</p> <p>1 decision (5-8) -Keeping/staying healthy £</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) -Feelings & emotions £</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Red Cross – Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team – DrugWise £</p>	<p>Barnardo's KS2 lessons Diversity</p> <p>Coram Life Education – The Adoptables' Schools Toolkit</p> <p>Thinkuknow Play Like Share</p> <p>NSPCC Share Aware</p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Thinkuknow Play Like Share</p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS2)</p> <p>RSPCA KS2 Compassionate class</p> <p>Google and Parent zone Be Internet Legends</p> <p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p>1 decision Keeping/staying healthy £1 decision Feelings & emotions £</p> <p>Premier League Primary Stars KS2 PSHE Self-esteem</p>	<p>NSPCC Share Aware</p> <p>Google and Parent zone Be Internet Legends</p> <p>Google and Parent zone Be Internet Legends</p> <p>1 decision Computer safety £</p> <p>Premier League Primary Stars KS2 PSHE Diversity</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2</p> <p>Belonging to a community</p> <p>Compassionate class KS2 RSPCA</p> <p>1 decision Keeping/staying healthy £</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural</p> <p>1 decision Growing and Changing £</p> <p>Islington Healthy Schools Team – DrugWise £</p> <p>https://projectevolve.co.uk/toolkit/resources/years/4/ (mainly self-image and identity, online</p>	<p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p> <p>Premier League Primary Stars KS2 PSHE</p> <p>Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1 decision – Being responsible £</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson5</p> <p>Spotting fake news, Lesson 6</p> <p>Understanding news is targeted</p> <p>Google and Parent zone Be Internet Legends</p>	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Diversity</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>NSPCC Share aware</p> <p>Childnet Trust me Y5/6 lesson 1 Online content</p> <p>Google and Parent zone Be Internet Legends</p> <p>BBFC KS2 lessons Let's watch a film!</p> <p>Making choices about what to watch</p>

		<p><u>Thinkuknow: Jessie and Friends</u></p> <p><u>1 decision (5-8)-Computer safety/Hazard watch £</u></p> <p><u>https://projectevolve.co.uk/toolkit/resources/years/year-one/</u> (mainly self-image and identity, online relationships, online reputation, online bullying, managing online information)</p>	<p><u>1 decision (5-8) -Keeping/staying safe £</u></p> <p><u>https://projectevolve.co.uk/toolkit/resources/years/year-two/</u> (mainly self-image and identity, online relationships, online reputation, online bullying, managing online information)</p>	<p><u>Premier League Primary Stars KS2 PSHE Inclusion</u></p> <p><u>PSHE Association and GambleAware KS2</u></p> <p><u>Lesson 1 Exploring risk</u></p> <p><u>1 decision Keeping/staying safe £</u></p> <p><u>https://projectevolve.co.uk/toolkit/resources/years/year-three/</u> (mainly self-image and identity, online relationships, online reputation, online bullying, managing online information)</p>	<p>relationships, online reputation, online bullying, managing online information)</p>	<p><u>PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital– The sleepfactor</u></p> <p><u>Metro charity KS2 Gender</u></p> <p><u>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</u></p> <p><u>Premier League Primary Stars – Self-esteem/ Resilience</u></p> <p><u>British Red Cross Life. Live it KS2 lessonHelp save lives, Emergency Action</u></p> <p><u>PSHE Association and GambleAware -Lesson 1 Exploring risk</u></p> <p><u>https://projectevolve.co.uk/toolkit/resources/years/5/</u> (mainly self-image and identity, online relationships, online reputation, online bullying, managing online information)</p>	<p><u>PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</u></p> <p><u>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</u></p> <p><u>NSPCC Making sense of relationships</u></p> <p><u>Public Health England Rise Above KS2 Social media</u></p> <p><u>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news</u></p> <p><u>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made</u></p> <p><u>NSPCC Making sense of relationships - Secondary school and Changing friendship</u></p> <p><u>Public Health England Rise Above KS2- Transition to secondary school</u></p> <p><u>NSPCC Share aware 1 decision – Computer safety £</u></p> <p><u>BBFC KS2 lessons Let’s watch a film!Making choices about what to watch</u></p> <p><u>Childnet Trust me-Y5/6 Lesson 2 Online contact</u></p> <p><u>Google and Parent zone Be Internet Legends</u></p> <p><u>Islington Healthy Schools Team – DrugWise £</u></p> <p><u>https://projectevolve.co.uk/toolkit/resources/years/6/</u> (mainly self-image and identity, online relationships, online reputation, online bullying, managing online information)</p>
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