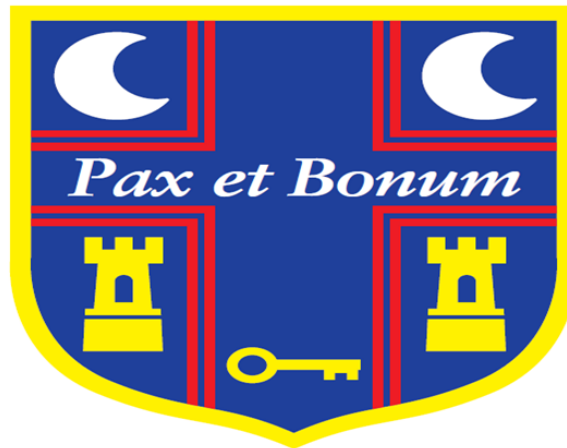


Our Lady and St Edward Catholic Academy



Relationship, Sex and Health Education Curriculum Ladder (RSHE)

EYFS, Key Stage 1 and Key Stage 2

Relationship and Sex Education
Keeping Healthy
E-Safety
Staying Safe including Drug Education
Science
Mental Wellbeing

JIL = Journey in Love

C&S = Come and See

DfE = Department for Education

DARE = Drug Abuse Resistance Education Programme

Foundation Stage

I know that I am special and unique (JIL)

I can see the joy in being a special person in my family (JIL)

I know that we are all different and unique (JIL)

I celebrate the joy of being a special person in God's family (JIL)

I know that families are important because they love us (JIL)

I know & understand that we are welcomed into our school & parish family

I know God loves each one & God knows each person's name

I am beginning to know which parts of my body are private (NSPCC Pants are private)

I am beginning to know simple ways to stay safe around my house, in school, on visits outside of school e.g Green Cross Code

I know that I must only use a device when an adult says it is ok and with an adult near me (Internet Safety Week/Knowledge and Understanding of the World)

I know that doing others things as well as playing on the I Pad/computer are good for me (Internet Safety Week/Physical Development/Health and Self-Care)

I can say how I am feeling using a simple set of words – happy, sad, angry, excited, surprised, scared, worried (C&S-Myself)

I know that exercise, being outside and being kind to others is good for me and makes me feel happy (Physical Development – PE sessions and C&S – all topics, including Mission Statement)

I know simple ways to look after myself such as resting, doing things I like and being with friend and family is good for me (Physical Development – Health and Self-Care/ C&S - Gathering)

I know that being unkind to my friends and family is not the right thing to do (PSED- Managing Feelings and Behaviour/Relationships C&S – all topics, including Mission Statement)

Coverage within the Early Learning Goals:

PEOPLE & COMMUNITIES

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

SELF CONFIDENCE & SELF AWARENESS

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

HEALTH & SELF CARE

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

LISTENING & ATTENTION

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PEOPLE & COMMUNITIES

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They

know about similarities and differences between themselves and others, and among families, communities and traditions.

MAKING RELATIONSHIPS

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

MANAGING FEELINGS & BEHAVIOUR

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

UNDERSTANDING THE WORLD

Children know about similarities and differences in relation to places, objects, materials and living things. Know & understand about growth in nature

THE WORLD

Children can make observations of animals and plants and explain why some things occur, and talk about changes.

PEOPLES & COMMUNITIES

Children can talk about the features of their own immediate environment and how environments might vary from one another.

THE WORLD

Children can make observations of animals and plants and explain why some things occur, and talk about changes.

Year 1

I recognise signs that show I am loved in my family (JIL & C&S Families Topic)

I know how I am cared for and kept safe in my family (JIL & C&S Families Topic)

I can celebrate ways that God loves and cares for us (JIL& C&S Families Topic)

I can name the main parts of the body, including penis and vagina

I know which areas of the body are private (PANTS are Private – NSPCC link)

I understand that babies become children and then adults

I know how to look after my body

I know that there are different kinds of families and relationships – family, friends and others

I can say people who are special to me, what makes them special and how special people should care for one another (C&S People Topic)

I know family and friends should care for each other,

I know being unkind hurts peoples' feelings and I know kind ways to treat my friend

I know there are good and bad secrets

I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

I know I must try to keep myself and others safe e.g knowing when to say, yes, no, 'I'll ask, I'll tell...'

I can judge what kind of physical contact is acceptable, unacceptable, comfortable and uncomfortable and how to respond (Including who to tell and how to tell them)

I know the role of medicines in keeping healthy and the reasons why people use them
I know the school rules about personal hygiene and medicines
I know that there are healthy and less healthy drinks and some drinks that are for adults (e.g coffee, alcohol)
I recognise the need for safety rules – road, fire, school environment, playground and home
I know there are people and services who can help us
I know simple rules about medicines and other substances used in the home, including solvents (bleach, cleaning product) and that they can be harmful if not used properly
I know the importance of personal hygiene – regular washing, bathing, showering, teeth brushing – germs, how these can be spread and treated (Animals including Animals, Hygiene)
I know what my body needs to stay healthy, including physical activity, rest, healthy eating and teeth brushing
I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.
I know who to go to if I am worried
I know to ring 999 for an emergency I need help with a serious matter
I know I must do other things, alongside playing on the I pad/computer, are healthy for me (DfE)
I understand that I can find a range of information from the internet and that is helpful (DfE)
I know I must have adult permission to use the internet and an adult must be near me (DfE)
I have a growing understanding to keep my information about myself private (DfE)
I can navigate age-appropriate websites
I know what to do if I find something that makes me feel unhappy/safe/uncomfortable online
I know that the internet can be used to communicate with others
I understand that we should be respectful online and respect the work of others
I can tell an adult how I am feeling using a range of words, know that it is ok to feel these emotions and can manage these feelings in simple ways - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous
I know who to speak to if I am worried about my feelings or my body
I know that exercise, being outside, being kind to others and raising money for others is good for me and makes me feel happy
I know simple ways to look after myself (self-care) such as resting, doing things I like (hobbies) and being with friend and family is good for me
I know that sometimes I might feel lonely and it is important that I talk about my feelings with an adult who will help me

Year 2

I recognise the joy and friendship of belonging to a diverse community (JIL)
I can describe ways of being safe in communities (JIL)
I can celebrate ways of meeting God in communities (JIL)
I use appropriate language for body parts e.g penis and vagina
I know the difference between male and female humans and animals
I know how and why people choose and make friends
I understand the importance of valuing of one's own body and recognising its uniqueness

I know that the parts of my body which are private, that individuals have rights over their own bodies, and that there are differences between good and bad touching (PANTS are Private – NSPCC link)

I know that people can do different things according to age and development and that people grow from young to old

I know some people have fixed ideas about what boys and girls can do and these ideas can be discussed and challenged

I know that there are good and bad secrets

I know I share a responsibility to keep myself and others safe, when to say, yes, no, I'll ask, I'll tell...

I know that other people's families may be different to mine

I can listen to other people

I understand that all drugs (cough syrup, paracetamol, Calpol, caffeine, alcohol) can be harmful if not used properly

I can make simple choices to improve my health and well-being

I know that change and loss can affect feelings, including moving home, losing pets, or family.

I know to ring 999 for an emergency I need help with a serious matter

I can use the internet helpfully and purposefully and safely to answer specific questions (DfE)

I know that doing other things, alongside playing on the I Pad/computer, are healthy for me

I know that not everything on the internet is true and sometimes people use the computer to write unkind things about people

I know I must have adult permission to watch You Tube and an adult must be near me (DfE)

I can demonstrate a basic understanding of E-safety when communicating online and know what to do if I see anything that makes me feel unsafe/sad/uncomfortable

I am aware that people communicate using social media/gaming and I have developing understanding of the importance of keeping information about me private to stay safe (DfE)

I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends

I know the dangers from handling discarded syringes and needles

I know who to go to if I need help or am worried

I know the characteristics and mental and physical benefits of an active lifestyle (Animals Including Humans topic)

I know about personal hygiene, including the importance of hand-washing, and germs and how these can spread and be treated (Animals including Humans)

I can tell an adult how I am feeling using a range of words, knowing that it is ok to feel these emotions, with some positive strategies to help me if I am feeling angry or anxious - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous, fearful, joyful, stressed.

I know who to speak to if I am worried about my body or feelings and I cannot control them

I know that exercise, being outside, being kind to others, helping my community and raising money for others is good for me and makes me feel happy

I know simple ways to look after myself (self-care) such as resting, being with friends and family and know some ways that hobbies are good for me

I know that loneliness can make people feel sad and it is important that I talk about these feelings with an adult who will help me

I know that being unkind several times hurts peoples' feelings and I know kind ways to treat my friends.

Year 3

I can describe and give reasons for how friendships make us feel happy and safe (JIL)

I can describe and give reasons the virtues essential to friendship (mutual respect, honesty, loyalty, kindness, generosity, trust, sharing), how people choose and make friends and why friendships can break down, how they can be repaired and strengthened (JIL)

I can celebrate the joy and happiness of living in friendship with God and others (JIL)

I can identify different types of relationships and show ways to maintain good relationships

I know that marriage and civil partnerships are examples of loving relationships

I know that healthy friendships are positive, welcoming, do not make others feel lonely or excluded, have ups/downs and never resort to violence

I know how to recognise who to trust, not trust, when a friendship makes me unhappy or uncomfortable and how to manage these and ask for help

I can judge what kind of physical contact is acceptable or unacceptable and know where and who to go to if I need help (family, teachers, friends, NSPCC etc)

I show respect and understand that all families may look different to my own family and are also characterised by love and care

I can describe how my body has changed since I was a baby

I know that individuals have rights over their own bodies and there are differences between good and bad touching

I understand about personal space and know how to deal with unwanted touch

I know how to respond safely and appropriately to adults (in person and online) who I do not know (DfE)

I know and can report bad feelings including feeling unsafe about any adult

I know what words to use to ask for advice/help for me or others and I keep trying until I am heard

I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing

I can identify and explain how to manage the risks in different, unfamiliar situations.

I can make judgements and decisions and use basic techniques for resisting negative peer pressure

I know that social media, some computer games are age-restricted and can begin to give some reasons why (DfE)

I can use the internet helpfully, purposefully and safely to answer specific questions (DfE)

I know that not everything on the internet is true and sometimes the internet can be used to be unkind and harmful to people (DfE)

I know the difference and risks of communicating using email and online in a discussion forum

I am able to send suitable and purposeful emails

I can demonstrate an understanding of E-safety when communicating online

I understand the rules and principles for keeping my personal information private online and can recognise and report anything that makes me feel uncomfortable (DfE)

I can list the commonly available substances and drugs that are legal (cough medicine, paracetamol, Calpol, caffeine, alcohol) and illegal (tobacco and aerosols) and describe some of the effects and risks of these

I know how to keep myself and others safe when using roads

I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs I understand that it is alright to break a secret in order to keep me safe

I know the importance of building regular exercise into daily and weekly routines and how to achieve this e.g walking, cycling to school, K-a-day, other exercise (Animals including humans)

I know what constitutes a healthy diet, including understanding calories and other nutritional content (Animals Including Humans)

I know how to plan and prepare a range of healthy meals (Animals Including Humans)

I know the characteristics of a poor diet and risks associated with unhealthy eating, including obesity and tooth decay (Science Including Humans)

I know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer (Light)

I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (Animals including Humans)

I know about personal hygiene, including the importance of hand-washing, and germs and how these can spread and be treated (Animals including Humans)

I know there is a normal range and scale of emotions that all humans experience and I have the vocabulary to talk about and some strategies to manage some of these emotions - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous, stressed, anxious

I know simple self-care techniques e.g importance of resting, spending time with friends, family and I know some ways that hobbies are good for me

I know that loneliness can make people feel sad and it is important that I talk about these feelings with an adult who will help me

I know that being unkind several times on purpose (STOP, physically, indirect, verbally and online) is bullying/cyberbullying and can hurt people and their feelings for a long time

I know who to speak to if I am worried about my/others body/feelings/actions and my/others abilities to control my/their feelings/actions

Year 4

I can make links and connections to show we are all different (JIL)

I can celebrate our difference as we appreciate God's love accepts us as we are now and as we change (JIL)

I can describe how we should all be accepted and respected (JIL) even when we are very different from others (physically, in character, personality, background) etc

I can describe how we should treat others making links with the diverse modern society we live in (JIL)

I can celebrate the uniqueness and innate beauty of each of us (JIL)

I feel good about myself and my body and know the importance of taking care of my own body

I know I have the right to protect my body from inappropriate and unwanted contact

I understand the language used to describe feelings and changes

I understand the main stages of the human life cycle

I know some of the ways that my body and emotions will change as I grow into an adult through the stages of puberty including physical differences (height, weight, perspiration, changes in skin)

I know that puberty is linked to reproduction

I know the names for different male and female body parts and introduce their functions (vagina and penis are organs used to excrete bodily waste and are the organs involved in making a baby)

I can respond appropriately to other people's feelings

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from me

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I can report concerns using a growing vocabulary and confidence and know where to go to for help (family, friends, school, ChildLine)

I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media

I can make informed choices about healthy eating and exercising

I can use the internet as a helpful resource to support my work, and begin to understand plagiarism (DfE)

I know that not everything on the internet is true and know that the internet can be a place where unkind, harmful behaviours and cyber bullying can take place which affects the way people feel

I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school safely and respectfully e.g. school blogs, email, instant messaging, social networking, online gaming and mobile phones

I understand the need to keep some information private in order to protect myself when communicating online (passwords, address, distributing images of myself and others)

I begin to recognise how electronic communications may be used for manipulation or persuasion

I know the rules and principles keeping safe online by keeping personal information private, what to do if I see harmful/comfortable content and how to report this (DfE)

I know I must consider the time I spend online and how content online can affect me in good and bad ways (DfE)

I know that social media and some computer games are age-restricted and can give some reasons why (DfE)

I can take responsibility for my own choices, behaviour and safety and realise that actions have consequences

I can begin to understand some of the influences on my personal choices in relation to smoking or other substances (caffeine, alcohol, tobacco) and the consequences of those choices

I have some strategies to cope with stress, peer influence and peer pressure and can apply these to a range of scenarios, including substances

I know who to go to if I need help

I know the importance of building regular exercise into daily and weekly routines and how to achieve this e.g. walking, cycling to school, K-a-day, other exercise (Animals including humans)

I know what constitutes a healthy diet, including understanding calories and other nutritional content (Animals Including Humans)

I know how to plan and prepare a range of healthy meals (Animals Including Humans Topic/D&T)

I know the characteristics of a poor diet and risks associated with unhealthy eating, including obesity and tooth decay (Animals Including Humans)

I know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer (Light)

I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (Animals including Humans)

I know about personal hygiene, including the importance of hand-washing, and germs and how these can spread and be treated (Animals including Humans)

I know there is a normal range and scale of emotions that all humans experience which I have the vocabulary to talk about and know a growing number of strategies to manage these emotions - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous, stressed, anxious

I can judge how I am feeling and whether my behaviour is appropriate

I know simple self-care techniques e.g importance of resting, spending time with friends, family and I know the benefits of having hobbies and interests

I know that loneliness and isolation can make people feel sad and it is important that I talk about these feelings with an adult who will help me

I know the definition of bullying/cyber bullying (being unkind several times on purpose - physically, indirect, verbally and online) and can hurt people and their feelings for a long time

I know that it is common for people to experience mental ill health, know what this may look like and that mental health problems can be resolved with the right help

I know who to speak to if I am worried about my body, my/others feelings/actions and my/others abilities to control my/their feelings/actions, including anything online that may upset me/others

Year 5

I know and understand emotional changes as we grow and develop (sensitivity, mood swings, anger, boredom etc) (JIL)

I know and understand the physical changes involved in puberty (JIL)

I can celebrate the joy of growing physically and spiritually (JIL)

I can name the parts of the male and female reproductive organs

I understand how to manage the physical and emotional changes of puberty

I understand the importance of good hygiene routines as I grow into an adult

I know where I can get support during puberty both within and outside of school

I know how to report concerns/abuse with a developing vocabulary and confidence, knowing that I should not stop until I am heard, and where to get help and support (family, school, friends, Childline)

I understand the safe and simple routines to prevent the spread of bacteria and viruses

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage (C&S Marriage Topic)

I recognise that as I approach puberty, how people's emotions change and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get support

I know that marriage is a commitment freely entered into by both people and that no one should enter a marriage if they don't want to (C&S Marriage Topic)

I understand that abuse in relationships is against the law and know where people can go for help in this situation (C&S Marriage Topic)

I know what makes a healthy relationship

I can recognise if family relationships makes me/someone feel unhappy or unsafe and I can seek help or advice from others if needed

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability

I know the importance of giving in relationships with friends, peers and friends (C&S Giving Topic)

I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the basic law in relation to substances and know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image

I know how to make informed healthy lifestyle choices

I know that social media and some computer games have age-restrictions and can explain reasons why (DfE)

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others

I recognise that not all information on the internet is accurate or unbiased and (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

I can use online tools to exchange information and collaborate with others within and beyond my school safely and respectfully, and begin to evaluate their effectiveness (DfE)

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school, including the distribution of images of myself and others and knowing online boundaries for friendships (sharing of personal information, image sharing etc) (DfE)

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

I know how data is shared and used online

I know that the internet can be a negative place where behaviours such as abuse, trolling, bullying and harassment can take place, which affects people negatively

I understand and know the benefits of rationing time spent online and can describe the impacts of positive and negative content with my own and others well-being, physically and mentally (DfE)

I know how to be a discerning consumer of information online including understanding that effects of advertisement/promotions and that information, including that from search engines, is ranked, selected and targeted (DfE)

I know the facts about legal and illegal harmful substances and risks including smoking, alcohol use and drug-taking and strategies to manage risks associated with taking such substances (DARE)

I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.

I can identify a range of risks connected to realistic and relevant drug situations for my age

I know the dangers from handling discarded syringes and needles

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances

I know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer (Light Topic)

I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Animals including Humans Topic)

I know about personal hygiene, including the importance of hand-washing, and germs and how these can spread and be treated (Animals including Humans Topic, Bacteria)

I know the facts and science related to allergies, immunisation and vaccination (Animals Including Humans)

I know the risks associated with an inactive lifestyle, including obesity (Animals including Humans)

I know that hurting my body is not right and I know where to find help if I am doing this to myself or others

I know there is a normal range and scale of emotions that all humans experience which I have the vocabulary to talk about and know a number of strategies to manage these emotions - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous, stressed, anxious, agitated, intimidated, overwhelmed

I can judge how I am feeling and judge whether my behaviour is appropriate and proportionate

I know simple self-care techniques e.g importance of resting, spending time with friends, family and I know the benefits of having hobbies and interests

I know that loneliness and isolation can affect children and it is important to discuss these feelings with an adult and seek support

I know the definition of bullying/cyber bullying (several times on purpose - physically, indirect, verbally and online) and that these acts can affect other's and their feelings for a long time

I know that it is common for people to experience mental ill health and that for many people who do, the problems can be resolved if the right support

I know where and who to speak to if I am worried about my body, my/others mental health and my/their ability to control emotions, including anything online that may upset me/others

Year 6

I am developing a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families (JIL)

I can explain how human life is conceived (JIL)

I can show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships (JIL)

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty to prepare the body for reproduction and that this can happen at different times

I know the age at which a person in the UK is able to consent to sexual activity and I understand what consent is

I understand that there are lots of things to consider before having a baby

I know how to keep my body healthy and clean during puberty

I recognise that as I approach puberty how peoples' emotions change at that time and how to deal with my feelings towards myself, others and my family in a positive way

I know some of the reasons why adults choose to have sex in a relationship and that this can be influenced by cultural and religious views

I know what a stereotype is, how stereotypes can be unfair, negative or destructive

I know the importance of permission seeking and self-respect and how this is linked to my own happiness

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to this and ask for help

I understand that there are different types of adult relationship and can explain the qualities of a positive relationship

I have thought about when it is appropriate to share personal information in a relationship

I know that civil relationships and marriage are a formal and legally recognised commitment of two people who love and care for each other, which is intended to be life-long

I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website

I know the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online when we are anonymous

I understand and know the benefits of rationing time spent online, the risks of excessive time spent on electronics devices and can describe the impacts of positive and negative content with my own and others well-being, physically and mentally (DfE)

I know some people behave differently online, including pretending to be someone they are not

I carefully consider online friendships including the risks associated with people I have never met

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can exchange and share ideas with a wider audience, and evaluate my use of technology

including the use of email, social networking, online gaming, and mobile phones and present

myself online safely (DfE, CEOP Resources, Sexting, Grooming, Internet Footprint and Traceability)

I consider the effect of my online actions to others and know how to recognise and display respectful behaviour online, including importance of protecting personal information, including passwords, addresses and images (DfE) for safety and to know the risks of 'phishing'

I know that social media and some computer games have age-restrictions and can explain reasons why (DfE)

I know that the internet can be a negative place where behaviours such as abuse, trolling, bullying, displaying of unlawful sexual images and harassment can take place, which affects people negatively, treats people unjustly and can be considered as/involve crime

I know where and how to report concerns and get support with issues online e.g staff in school, 'report' function on apps/sites

I know that there are some cultural practices which are against the law and universal rights e.g honour based violence, forced marriages, human trafficking etc

I know that female genital mutilation is a crime and how to get support if I have fears about myself and others

I know that hurting my body (self-harm) is harmful to me and I know where to find help if I am doing this to myself or see it in others

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I have the vocabulary and confidence to report abuse/concerns, know where to go for help and know to keep trying until I am heard

I know the concepts of basic first aid procedures and how to make a clear, efficient call to emergency services if necessary (Common injuries including head injuries etc - Red Cross/IMPS)

I know that pressure to behave in an unacceptable or risky way (social media, relationships) can come from a variety of sources, including advertising and people I know

I know how to recognise the early signs of physical illness, such as weight loss or unexplained changes to the body (Animals Including Humans Topic)

I know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer (Light Topic)

I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Animals including Humans Topic)

I know about personal hygiene, including the importance of hand-washing, and germs and how these can spread and be treated (Animals including Humans, Bacteria)

I know the facts and science related to allergies, immunisation and vaccination (Animals Including Humans)

I know the risks associated with an inactive lifestyle, including obesity (Animals including Humans)

I know there is a normal range and scale of emotions that all humans experience which I have the vocabulary to talk about and know a number of strategies to manage these emotions - happy, sad, angry, excited, surprised, scared, worried, frightened, nervous, stressed, anxious, agitated, intimidated, overwhelmed, apprehensive, daunted, elated

I can judge how I am feeling and judge whether my behaviour is appropriate and proportionate

I know simple self-care techniques e.g importance of resting, spending time with friends, family and I know the benefits of having hobbies and interests

I know that loneliness and isolation can affect children and it is important to discuss these feelings with an adult and seek support

I know the definition of bullying/cyber bullying (several times on purpose - physically, indirect, verbally and online) and that these acts can often have a lasting impact on mental health

I know that it is common for people to experience mental ill health and that for many people who do, the problems can be resolved if given the right support early enough

I know where and how to seek support if I am worried about my body, my/others mental health and my/their ability to control emotions, including anything online that may upset me/others