

-*Key:		Character	Relationships	Online Safety	Mental Wellbeing			
KNOWLEDGE AND SKILLS REC to Y6: PSHE								
	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
Strands/areas/topics	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations	
Goals and Aspirations Autumn 1	<ul style="list-style-type: none"> To know that there are roles in classroom (learner, tidier, happy helper etc) . To know they can contribute to life in the classroom . To know that you can learn to do something 	<ul style="list-style-type: none"> to know how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them to recognise we have to practise at something to improve it 	<ul style="list-style-type: none"> to recognise the importance of establishing rules and expectations to help construct, and agree class rules and expectations and understand how these rules help them and what would happen if they weren't adhered to to be able to identify things they are good at to set themselves personal goals based on an area they would like to develop to recognise success may take time 	<ul style="list-style-type: none"> to understand why rules and expectations are needed in school and suggest and agree these as a class understand the benefit of working towards a goal both on a personal level and as a group to be able to identify personal areas of strength and use this to realise areas to improve to set a simple goal with a few manageable actions to recognise success requires time and effort 	<ul style="list-style-type: none"> to recognise the importance of their role in the class, school and wider communities to understand some goals can only be achieved through collaboration to identify personal areas of strength and use this to highlight areas to develop to be able to set specific goals and identify simple actions needed to achieve to this to be able to set a goal as a class to understand success requires a focused effort and will to improve 	<ul style="list-style-type: none"> to understand the need for an agreed set of rules in class, school and more widely such as laws to reflect upon areas of strength and areas to develop and reasons for this to be able to set a relevant, specific goal with a clear set of actions to reflect upon how successful they have been towards their goal and identify barriers they may have faced to be able to set a goal as a class and agree on a set of actions to recognise success requires discipline and perseverance to know the risks involved with walking by themselves and know how to mitigate these risks 	<ul style="list-style-type: none"> to be able to explain the responsibility they have as senior members of the school and recognise that they set an example to others through their choices to recognise the importance of self-improvement to identify an area they would like to improve and set a specific goal within this area to set time-bound actions to reflect upon progress and suggest reasons for lack of progress to recognise that success isn't always easy and failure can be an important part of this journey to set a goal as a class and recognise the individual accountability required to achieve it to know the risks involved with walking by themselves and 	

							know how to mitigate these risks
Friendship Autumn 1	<ul style="list-style-type: none"> to explain how they can approach building new friendships to understand and recognise friendly behaviours to be able to talk about what makes a good friend to talk about how to solve a problem 	<ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and how to respond to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to suggest ways of being a good friend to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	<ul style="list-style-type: none"> to recognise ways in which they are all unique; understand that there has never been and will never be another 'them' to identify ways in which we are the same as all other people; what we have in common with everyone else to identify and respect the differences and similarities between people to recognise positive effects friends have on our lives and the potential negative effects of not having friends to recognise simple qualities a friend should possess; kindness, support etc. to offer constructive support and feedback to others 	<ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise what constitutes to positive, healthy relationship and develop the skills to establish and maintain positive and healthy relationships that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability to understand the importance of respecting and accepting these differences and how friendships can exist irrespective of these differences to recognise online friendships are different to real life friendships 	<ul style="list-style-type: none"> to understand the nature of friendships and the necessary ingredients needed to make a friendship work: compromise, time, effort understanding etc. to recognise that friendships can be damaged and what to do in order to maintain and re-build a relationship (piggy bank analogy) to recognise signs of an unhealthy relationship and suggest ways of dealing with this to explain how their actions affect themselves and others to explain how online friendships are different to real life friendships 	<ul style="list-style-type: none"> to identify the qualities of a good friend and the importance of these qualities upon the strength of your relationship to reflect upon how well they demonstrate and maintain healthy friendships to recognise difficult situations that may arise between friends, for example jealousy, disagreements, and suggest ways to respond to this to suggest ways to re-build a friendship which may have been damaged to explain the difference between online and real life friendships and understand how to interact with online friends safely 	<ul style="list-style-type: none"> to give examples of how to build, maintain and repair friendships by drawing upon their own examples (piggy bank analogy) to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support to recognise peer pressure and suggest ways of responding to it to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view to be able to explain what a healthy or unhealthy online friendship looks like and how to manage this appropriately

<p>Conflict Resolution</p> <p>Autumn 2</p>	<p>Taught throughout the year in response to needs of the children.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • To be able to take turns - To listen to each other • To express feelings appropriately (linked to Zones) • To begin to learn how to solve a problem 	<ul style="list-style-type: none"> • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to recognise why friends may fall out but understand that this can be repaired • to recognise the feelings that arise with conflict to suggest simple ways to resolve conflict 	<ul style="list-style-type: none"> • to recognise there can be moments of tension between friends which can result in conflict • to suggest when they have experienced this and feelings that may have been present • to collate a bank of simple strategies to mediate conflict and apply these to hypothetical scenarios 	<ul style="list-style-type: none"> • to be able to explain what conflict between friends means • to recognise we all have choices in moments of conflict • to understand the importance of trying to see a situation from the other person's point of view to practise clearly structured dialogue to express their feelings and needs • to recognise that being assertive is a way to communicate feelings, thoughts, opinions and beliefs in a respectful, clear and honest manner 	<ul style="list-style-type: none"> • to understand why we are all affected by conflict; human nature to disagree • to explain the choices we have in a moment of conflict and how our actions can escalate or deescalate a situation • to have a bank of strategies for resolving different types of conflict; gossiping, exclusion, verbal harassment etc. • to suggest ways of speaking assertively to challenge an idea and understand that this needs to be done respectfully • to understand conflict can occur online through communication 	<ul style="list-style-type: none"> • to be able to explain different reasons for conflict between friends • to recognise why a conflict can escalate • to understand the importance of communication (tone of voice and body language) when resolving conflict can apply strategies to a scenario • to understand conflict can occur online and recognise appropriate ways to respond 	<ul style="list-style-type: none"> • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • to recognise that conflict can arise for a range of different reasons • to suggest positive/helpful and negative/unhelpful ways of responding to conflict • to identify the range of emotions that arise for both people involved in conflict • to understand the importance of dealing with conflict appropriately in order to maintain a friendship • to understand conflict can occur online and explain how to respond appropriately
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<p>Anti-bullying</p> <p>Autumn 2</p>	<ul style="list-style-type: none"> to understand the term bullying and use it in a sentence to be able to group scenarios into bullying/not-bullying 	<ul style="list-style-type: none"> to understand that bullying is different to falling out with a friend to suggest simple reasons as to why someone might choose to bully to understand how bullying can make someone feel to be able to explain the importance of speaking to an adult if they are being bullied or witness bullying 	<ul style="list-style-type: none"> to be able to explain the different between bullying and friendship issues to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable, including online to suggest ways of responding to bullying to understand their actions have consequences on others 	<ul style="list-style-type: none"> to clearly understand what behaviours constitute as bullying, including behaviour online to be able to give thoughtful suggestions as to why a person may choose to bully and understand how sometimes the bully and the victim may need support suggest a range of ways to help someone who is being bullied to understand the importance of telling someone if you are being bullied, including online 	<ul style="list-style-type: none"> to recognise bullying can take place online, outside of school, because of identity can confidently suggest effects of bullying on the victim to offer alternative solutions to bullying and give ways of responding to it to give examples of situations that could lead to someone choosing to bully 	<ul style="list-style-type: none"> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) can recognise the impact bullying can have upon someone's life; emotionally, relationships, learning etc. can suggest how the effects of bullying can be long lasting, may not always be visible and that the damage may be permanent to explain a range of actions they can take if they are being bullied or witness it, including online 	<ul style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) to recognise and challenge stereotypes to understand the importance of resisting the pressure to conform, including pressures online
<p>Online Safety Privacy and Security</p> <p>Spring 1</p>	<ul style="list-style-type: none"> to talk about and identify people we can trust to know to tell an adult if something pops up 	<ul style="list-style-type: none"> to identify simple examples of personal information and who is in my trust club 	<ul style="list-style-type: none"> to be able to list devices in my house that are connected to the internet and how they are used to communicate to describe and explain some rules around keeping my 	<ul style="list-style-type: none"> to recognise more detailed examples of personal information and why this should be kept private and only shared with people in our trust club to tell an adult when I feel 	<ul style="list-style-type: none"> to explain how passwords can be used to protect personal information and how to make a password strong 	<ul style="list-style-type: none"> to explain how many free apps or services may read and share private information e.g. friends, contacts or GEOlocation 	<ul style="list-style-type: none"> to describe ways to increase privacy on apps and services that provide privacy settings. to describe ways in which online content may be scams to gain money to or information (e.g for advert targeting)

	when I am online		information private	pressured or worried			<ul style="list-style-type: none"> to know the law about indecent images
Online Relationships Spring 1	<ul style="list-style-type: none"> to know not to speak to strangers online (linked to real world) To know who to trust when someone says something unkind online 	<ul style="list-style-type: none"> to recognise some ways in which the internet can be used to communicate 	<ul style="list-style-type: none"> to know why it's important to be considerate and kind to people online 	<ul style="list-style-type: none"> to explain risks of communicating with someone online that I don't know well and how "knowing" someone online is different to knowing someone in real life to know my online actions have real life consequences 	<ul style="list-style-type: none"> to explain what is meant by "trusting" someone online and how this is different to "liking" someone to explain how my online behaviour can affect others 	<ul style="list-style-type: none"> to explain how my and other people's feelings can be hurt by what is said or written online to know that potentially some people I communicate with online may want to do me harm 	<ul style="list-style-type: none"> to know how to make positive contributions and be part of online communities to show I understand my online responsibilities for the well-being of others in my online social group
Online Health, Well-being and Lifestyle Spring 1	<ul style="list-style-type: none"> to understand and know to only use apps that they have discussed with an adult that they trust 	<ul style="list-style-type: none"> to be able to identify simple rules that keep us safe when using technology and give some examples to recognise how to say/please stop/I'll tell/ I'll ask to somebody who asks me to do something that makes me feel sad, embarrassed or upset 	<ul style="list-style-type: none"> to explain rules for staying safe online in and beyond the home and give some examples to recognise there may be people online who could make me feel sad, embarrassed or upset and if something happens that makes me feel like this, I can give examples of when and how to speak to an adult I can trust 	<ul style="list-style-type: none"> to know the importance of abiding by online safety rules and explain how to report negative behaviour to be able to explain how technology can distract me from important things I should be doing and suggest strategies to help me limit my screen time 	<ul style="list-style-type: none"> to explain why having too much screen time can have a negative impact on me and give examples to know how to block abusive users on common platforms 	<ul style="list-style-type: none"> to describe ways technology can affect healthy sleep and describe some of the issues and strategies to deal with these to know how to report online bullying content including how to screen grab 	<ul style="list-style-type: none"> to know why certain online content or games have age restrictions and know how to find this information (PEGI, BBFC)
Online Self-image							<ul style="list-style-type: none"> to explain how and why people present their identity

<p>Spring 1</p>							<p>differently online to real life including editing and filtering pictures</p> <ul style="list-style-type: none"> to demonstrate responsible choices about my online identity
<p>Online Reputation</p> <p>Spring 1</p>						<ul style="list-style-type: none"> to identify information that I should not put online (including content or images about another person) and what to do if I am not sure the content I want to post is appropriate or safe to understand the importance of gaining consent when posting about others 	<ul style="list-style-type: none"> to explain how I am developing an online reputation which will allow other people form an opinion of me (digital footprint) to be able to give examples from real life
<p>Looking after ourselves <i>Wellbeing, health, safety</i></p> <p>Spring 2 First aid Drugs Risk Health</p>	<ul style="list-style-type: none"> To know what is safe and unsafe to go into and onto our bodies, including medicines. How to recognise and report feelings of being unsafe or feeling bad about any adult. To be able to recognise simple safe and unsafe scenarios 	<ul style="list-style-type: none"> to be able to explain simple ways of keeping our bodies healthy (exercise, healthy eating, staying safe) to know why people use medicines to explain simple rules around taking medicine including: who can give them to you, the 	<ul style="list-style-type: none"> to know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing to understand the term risk and how risk taking can be a positive and negative thing 	<ul style="list-style-type: none"> to understand the basic characteristics of a healthy lifestyle including regular exercise and the impact of leading an inactive lifestyle what is meant by the term 'habit' and why habits can be hard to change to differentiate between the terms, 'risk', 	<ul style="list-style-type: none"> to understand the basic characteristics of a healthy lifestyle and unhealthy lifestyle choices to understand the risks and effect alcohol has on the body to know some laws about drinking alcohol to use basic techniques for resisting pressure to do something 	<ul style="list-style-type: none"> to recognise the importance of healthy habits and lifestyle choices and the negative impact unhealthy habits can have upon our physical health and wellbeing to know the facts and science relating to allergies, immunisation and vaccination to recognise a range of legal and illegal 	<ul style="list-style-type: none"> to learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

	<p>indoors and outdoors.</p> <ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. 	<p>importance of taking the right amount, the dangers of misuse and recognising including the symbol for hazardous products</p> <ul style="list-style-type: none"> to understand that too much sun is bad for our skin to be able to explain how to protect our skin from the sun by using sun cream and avoiding extended periods of time in the sun. to know basic road and pedestrian safety rules 	<ul style="list-style-type: none"> recognise age-appropriate scenarios which are safe or unsafe/ risk or no risk, such as how to cross the road, rail and water safety to know when it is appropriate for them to help someone who is unwell or hurt (nose bleed, bumped head) and when and how to call the emergency services. 	<p>'danger' and 'hazard'</p> <ul style="list-style-type: none"> to explain how too much sun can be dangerous (including links to skin cancer) and the ways the we can protect ourselves against the associated risks, including basic road, rail, water and fire safety to identify effects of smoking on our health, including passive smoking to know the rules and laws to prevent smoking to suggest reasons as to why people smoke to explain how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<p>dangerous, unhealthy,</p> <ul style="list-style-type: none"> to know how to ask for help when faced with a situation that that makes them uncomfortable or anxious or that they think is wrong to know how to safely respond to common injuries (bumped head, cuts, burn etc) and when to call the emergency services Cycling proficiency 	<p>drugs, their risks and effects</p> <ul style="list-style-type: none"> to develop strategies to resist drug use including assertiveness skills to recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience to know how to seek support and advice if they feel pressured, anxious or uncomfortable 	<ul style="list-style-type: none"> to know the legal consequences of using these drugs to be aware of the options for getting help, advice and support and how to advise others in needs of support to acquire the language needed to resist peer pressure to recognise how their increasing independence brings increased responsibility to keep themselves and others safe to know how and when to safely deliver simple first aid and how to make a clear efficient call to the emergency services <p>Sum 1</p> <ul style="list-style-type: none"> to recognise the benefits of leading a healthy lifestyle and the consequences of leading an unhealthy lifestyle how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the
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							<p>body and how to get help</p> <ul style="list-style-type: none">• to know that mental wellbeing is a normal part of daily life, in the same way as physical health• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability• to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
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							<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. • Cycling/road proficiency
<p>Living in the wider world <i>Financial capability, citizenship, environment</i></p> <p>Sum 1</p>	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps (ELG) • Talk about the lives of the people around them and their roles in society (ELG). (Past and Present) 	<ul style="list-style-type: none"> • to understand the role of people who help in their community • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; • to be aware that people in our community have different needs and be able to recognise some examples of disabilities, including things in place to support this (assisted traffic lights, disability parking etc.) • to know about the responsibilities of looking after their immediate 	<ul style="list-style-type: none"> • what being part of a community means, locally, nationally and internationally • to recognise the different people and groups that make up their community • to understand why we need money and where it comes from • to consider the different ways in which money can be used • to understand the difference between needs and wants • to understand the role of charity and where donated money goes • to have a basic understanding of consumer responsibility 	<ul style="list-style-type: none"> • to know that our community is made up of different people (faiths, disabilities, ages) and to understand how to help those in your community • To recognise a range of jobs that people have in order to earn money and other ways people may get money (pocket money, inheritance etc) • to understand why and how to save money • understand that making comparisons between costs is important in managing your money • to understand that individuals and families may need or choose to 	<ul style="list-style-type: none"> • to understand the different kinds of responsibilities, rights and duties at home, at school, in the community • to know about the different groups (faiths, culture, ages) that make up their community; what living in a community means • to be aware of a range of different needs within the community (disabilities, ages) and the facilities in place to support these (parking, toilets, traffic lights) • to understand that resources can be allocated in different ways and that these economic choices affect individuals, 	<ul style="list-style-type: none"> • to understand the term diversity and the benefits of living in a diverse community • to be identify a range of needs within in their community including; a range of disabilities, the elderly etc. • what democracy is, and about the basic institutions that support it locally and nationally; • how to bring about change • to know there are a range of salaries for different jobs • to understand 'value for money' • to know what is deducted from earnings and why • to consider degrees of risk and the possible consequences of taking financial risks 	<p>Sum1 continue with health ed see above</p>

		environment (not littering etc.) and things they can do to protect the wider world (single use plastic, destruction of green spaces, habitats and animal)	and impact on environment	<p>spend their money in different ways which includes budgeting and saving</p> <ul style="list-style-type: none"> to know how money can make things different for other people here and in other countries to understand how we choose to spend our money has impact on the environment (single use, fair trade, air miles) 	communities and the sustainability of the environment across the world	<ul style="list-style-type: none"> to understand the term fair trade and what it means to consider the needs of the global environment and the impact of consumer choices 	
<p>Relationships and Sex education</p> <p>Summer 2</p>	<ul style="list-style-type: none"> to know what a family is and how they are unique To know the names of different parts of our body including penis and vagina To understand that our pants protect our private parts To know what to say 	<ul style="list-style-type: none"> to be able to express good and not so good feelings and to develop simple strategies for managing feelings the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid to be able to explain what 	<ul style="list-style-type: none"> to be able to express a range of good and not so good feelings and explain when they have felt this way to develop an understanding of the importance of recognising feelings recognise that families can be different to understand that there are physical differences between boys and girls but their likes and 	<ul style="list-style-type: none"> to develop vocabulary to accurately describe feelings that might arise with change and as they get older to recognise different types of relationship, including those between acquaintances, friends, relatives and families to be able to explain how families may be different and things they often have in common to recognise the role of their family 	<ul style="list-style-type: none"> to be able to identify some of the changes they will face as they become a teenager (physical and emotional) and the reasons for these changes to be able to identify that reproduction needs a sperm and an egg develop an understanding of additional care that is needed in order to keep your body clean as you grow up to understand in more detail 	<ul style="list-style-type: none"> to understand that relationships can take many forms (including marriage) and that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership to recognise that prejudice is wrong and express how they may challenge it to understand the changes involved in puberty and how to manage their feelings that may arise during this time 	<ul style="list-style-type: none"> that marriage or a civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong to know about the difference between, and understand the possible issues and feelings experienced in relation to sex, gender identity and sexual orientation to understand that love can be expressed in many ways, including but not exclusively sex

	<p>when you feel uncomfortable</p> <ul style="list-style-type: none"> • To discuss growth and change of our own bodies and skills • To know who to speak to or get help from 	<p>they would do if they were worried about something</p> <ul style="list-style-type: none"> • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to recognise that each family is different and unique and are made up in different ways • to be able to identify and name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls • begin to recognise how they have changed physically since they were a baby • to be able to explain basic hygiene routines 	<p>dislikes can be the same</p> <ul style="list-style-type: none"> • to recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention • to recognise that they share a responsibility for keeping themselves and others safe • to identify when to speak assertively to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets, including online (PANTS) • to understand we have personal boundaries • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond 	<p>members, including their own responsibilities</p> <ul style="list-style-type: none"> • to be able to explain how they and their body has changed as part of the human life cycle • to recognise the importance of good hygienic habits • to understand we all have personal boundaries and are allowed to judge what kind of physical contact is acceptable or unacceptable and how to respond • to understand how to be assertive when dealing with these personal boundaries, including towards an adult or online • to understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<p>personal boundaries (including physical); to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <ul style="list-style-type: none"> • to clearly express what they would do if they were made to feel uncomfortable • to be able to model assertive language to hypothetical situations • to understand that we have the right to challenge something, even if it comes from an adult, including online 	<ul style="list-style-type: none"> • explain the importance of keeping their bodies clean • to understand human reproduction • to understand their entitled to have personal boundaries • to know they have the right to protect their body from inappropriate and unwanted contact and develop the skills, strategies and assertive language required to get support if they have fears for themselves or their peers • to know who to talk to if they feel uncomfortable or are concerned by such a request, including online • to understand the term intelligent disobedience 	<ul style="list-style-type: none"> • to understand that couples have choices around when and how to start a family; including same-sex relationships, specifically IVF • to critically examine what is presented to them in social media and why it is important • to understand and be prepared for changes and experiences they may find embarrassing and understand that this is normal • to know where to go to get more information about puberty and sex • to understand their body belongs to them, that they have complete ownership, know what constitutes as a breach of personal boundaries and how to be assertive in the face of this • to be able to identify people they can speak to for help and how to report something they are uncomfortable about • to recognise that there are some situations where it is
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			(including who to tell and how to tell them)	<ul style="list-style-type: none">• how to recognise and report feelings of being unsafe or feeling bad about any adult.			ok to apply your intelligent disobedience and practise this through hypothetical situations, including online
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