

PSHE Overview – Keeping Children Safe (Teach)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>What makes a good friend? <i>likes, dislikes, listen, share</i></p> <p>To understand how to stay safe in the classroom environment (carrying scissors, managing risks on climbing equipment, wearing a helmet when riding a bike).</p> <p>To understand privates are privates and that it is important to tell a trusted adult if they feel uncomfortable.</p> <p>To know that different people can help us and keep us safe (police officers, firefighters).</p> <p>To understand safety in the home and bonfire safety.</p>		<p>What is money used for? <i>spending, saving</i></p> <p>To understand stranger danger.</p>		<p>What helps us to look after our teeth? How can we share our feelings? <i>feelings, teeth, healthy, decay</i></p> <p>To know how to stay safe in the sun (sun cream, sun hat, shade, water).</p> <p>To understand how to stay safe on the roads (local area walk).</p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health, Wellbeing and Lifestyle Online Reputation	Health, Wellbeing and Lifestyle Online Bullying	Self-Image and Identify Online Identity	Self-Image and Identify Online Relationships	Privacy and Security Online Safety	Copyright and Ownership Online Security
What rules should I follow to stay safe online? SMART	How does bullying make other people feel? T	What should I do if something makes me upset online? T	How is the internet used to communicate? M	What is personal information? S	How do I identify work as my own? S

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Year 1	<p>What is the same and different about us? <i>strengths, male, female, private parts</i></p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</p>	<p>Who is special to us? <i>special, people, care, help</i></p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p>What helps us stay healthy? <i>healthy, medicine, hygiene, germs</i></p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</p>	<p>Who helps to keep us safe? <i>safe, stranger, emergency</i></p> <p>That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</p> <p>Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</p> <p>How to respond safely to adults they don't know.</p> <p>What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.</p> <p>How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p>

Autumn 1 Health, Wellbeing and Lifestyle Online Reputation	Autumn 2 Health, Wellbeing and Lifestyle Online Bullying	Spring 1 Self-Image and Identify Online Identity	Spring 2 Self-Image and Identify Online Relationships	Summer 1 Privacy and Security Online Safety	Summer 2 Copyright and Ownership Online Security
What information is safe to put online? SMART	How should I behave online? T	Who are trusted adults I can talk to if I need help online? T	How can I communicate online with people that I know? M	How does a search engine work? R	What are passwords and why are they important? S

	Autumn 1	Autumn 2	Spring 2	Summer 1	Summer 2
Year 2	<p>What makes a good friend? <i>good friend, lonely, arguments</i></p> <p>How to ask for help if a friendship is making them unhappy.</p>	<p>What is bullying? <i>permission, physical contact, bully, respect</i></p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</p>	<p>What helps us to stay safe? <i>risk, secrets, pressure, trustworthy</i></p> <p>How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</p> <p>How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p> <p>How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p> <p>How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>	<p>What helps us grow and stay healthy? <i>sugar, active, screen-time, sleep</i></p> <p>How sunshine helps bodies to grow and how to keep safe and well in the sun.</p>	<p>How do we recognise our feelings? <i>happy, sad, confident, proud</i></p> <p>Ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p> <p>How to recognise when they might need help with feelings and how to ask for help when they need it.</p>

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How is technology using differently in different settings? SMART	How can I get help if I am being bullied online? T	How is real-life identity different to online identity? A	How is communicating online different with people I don't know? M	Is all information online true? R	What rules would help to keep my information private? S

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Year 3	<p>How can we be a good friend? <i>qualities, valuable, different, close</i></p> <p>How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p>	<p>What keeps us safe? <i>Hazards, appropriate, inappropriate, private</i></p> <p>How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</p> <p>How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</p> <p>How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.</p> <p>What to do in an emergency, including calling for help and speaking to the emergency services.</p>	<p>What are families like? <i>step parents, same sex parents, foster, adopted</i></p> <p>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</p>	<p>Why should we keep active and sleep well? <i>physical activity, choices, influences, wellbeing</i></p> <p>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>

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How can too much time online affect my health? SMART	What rules should we follow when communicating online? S	How can I represent myself in different ways online? A	What is the difference between knowing someone online and in real life? M	What is the difference between beliefs, facts and opinions? R	What is copyright and how do I follow it? R

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Year 4	<p>How do we treat each other with respect? <i>privacy, discrimination, respect, appropriate</i></p> <p>About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).</p> <p>That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</p>	<p>How can we manage our feelings? <i>emotion, action, nervous, ashamed</i></p> <p>How to access advice and support to help manage their own or others' feelings.</p>	<p>How can we manage risk in different places? <i>peers, influence, laws, anti-social</i></p> <p>How to recognise, predict, assess and manage risk in different situations.</p> <p>How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>How to report concerns, including about inappropriate online content and contact.</p> <p>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>

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How might information be created, copied or shared? SMART	What different forms of technology do people use and how do we use them safely? S	What is my online identity and how do others perceive me? S	How is technology used to help people socialize safely? M	Why do people share misinformation online? A	How is the internet monitored and who owns the information online? A

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Year 5	<p>How can we help in an accident or emergency? <i>scalds, head injury, choking, asthma</i></p> <p>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>That if someone has experienced a head injury, they should not be moved.</p> <p>When it is appropriate to use first aid and the importance of seeking adult help.</p> <p>The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p>	<p>How can friends communicate safely? <i>risk, consent, pressure</i></p> <p>How knowing someone online differs from knowing someone face-to-face.</p> <p>How to recognise risk in relation to friendships and keeping safe.</p> <p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.</p> <p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable.</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>	<p>How can drugs common to everyday life affect health? <i>smoking, alcohol, medicines, legal/illegal habit</i></p> <p>How drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</p> <p>That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>How laws surrounding the use of drugs exist to protect them and others.</p> <p>How people can prevent or reduce the risks associated with them.</p> <p>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p> <p>How to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>

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How might information about other people online affect our opinions and judgements? SMART	How do I identify what bullying online is and when to report it? T	What are responsible choices I should make when portraying myself online? S	How do I collaborate with people positively online? What should I do if there are negative experiences? T	How do I choose an appropriate search result from a search engine? What makes a website trustworthy? R	When is it acceptable to use the work of others and when do I need permission? R

	Autumn	Spring	Summer
Year 6	<p>How can we keep healthy as we grow? <i>mental health, dental hygiene, sleep, strategies</i></p> <p>How to benefit from and stay safe in the sun.</p> <p>How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them (COUNTY LINES).</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</p> <p>That anyone can experience mental ill-health and to discuss concerns with a trusted adult.</p> <p>That mental health difficulties can usually be resolved or managed with the right strategies and support.</p>	<p>How can the media influence people? <i>reliable, influences, decision-making, gambling</i></p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images.</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</p> <p>To recognise unsafe or suspicious content online and what to do about it.</p> <p>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them (CCE / CSE – Child Criminal and Sexual Exploitation).</p> <p>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>	<p>What will change as we become more independent?</p> <p>How do friendships change as we grow? <i>relationships, marriage, civil partnership, puberty</i></p> <p>How friendships may change as they grow and how to manage this.</p> <p>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</p> <p>CSE – Alright Charlie</p>

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What systems are in place to protect me online? SMART	How should I deal with bullying content at home and in school? T	How does media and technology create ideas about gender? R	How can I be supportive of others online? Why is it important to think about what I post before I send it? M	How do I evaluate online content to prove it is trustworthy? Why is this important? R	What are digital licences and what are the rules to avoid copyright infringement? A