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|  | **EYFS** | |
| ***Communication and language***   * Listen attentively and respond to what they hear with relevant questions, comments and actions * Hold conversations when engaged in back-and-forth exchanges with their teachers and peers * Participate in small group, class and one-to-one discussions, offering own idea * Express their ideas and feelings about their experiences,   ***Personal, Social, Emotional Development***   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices * Work and play cooperatively and take turns with others * Form positive attachments to adults and friendships with peers * Show sensitivity to their own and to others’ needs | ***Physical Development***   * Negotiate space and obstacles safely, with consideration for themselves and others   ***Mathematics***  ***Understanding the world***   * Talk about the lives of the people around them and their roles in society * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class   ***Expressive Arts and Design***   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used * Perform songs, rhymes, poems and stories with others   ***Literacy***   * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |

**Key Stage One**

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| **Year 1** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families and friendships**   * Talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers * Understand the role these different people play in children’s lives and how they care for them * Know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. * Know about the importance of telling someone — and how to tell them — if they are worried about something in their family   **Safe relationships**   * Talk about situations when someone’s body or feelings might be hurt and whom to go to for help * Understand what it means to keep something private, including parts of the body that are private * Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) * Know how to respond if being touched makes them feel uncomfortable or unsafe * Identify when it is important to ask for permission to touch others * Know how to ask for and give/not give permission   **Respecting ourselves and others**   * Explain what kind and unkind behaviour mean in and out school * Know how kind and unkind behaviour can make people feel * Explain what respect means * Know about class rules, being polite to others, sharing and taking turns | **Belonging to a community**   * Give examples of rules in different situations, e.g. class rules, rules at home, rules outside * Know different people have different needs * Explain how we care for people, animals and other living things in different ways * Know how they can look after the environment, e.g. recycling   **Media literacy and digital resilience**   * Know how and why people use the internet * Explain the benefits of using the internet and digital devices * Know how people find things out and communicate safely with others online   **Money and work**   * Know that everyone has different strengths, in and out of school * Explain how different strengths and interests are needed to do different jobs * Talk about people whose job it is to help us in the community * Know about different jobs and the work people do | **Physical health and Mental wellbeing**   * Know what it means to be healthy and why it is important * Talk about ways to take care of themselves on a daily basis * Know basic hygiene routines, e.g. hand washing * Discuss healthy and unhealthy foods, including sugar intake * Discuss physical activity and how it keeps people healthy * Talk about different types of play, including balancing indoor, outdoor and screen-based play * Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors * Know how to keep safe in the sun   **Growing and changing**   * Recognise what makes them special and unique including their likes, dislikes and what they are good at * Know how to manage and whom to tell when finding things difficult, or when things go wrong * Know how they are the same and different to others * Talk about different kinds of feelings * Know how to recognise feelings in themselves and others * Discuss how feelings can affect how people behave   **Keeping safe**   * Know how rules can help to keep us safe * Identify why some things have age restrictions, e.g. TV and film, games, toys or play areas * Know basic rules for keeping safe online * Know whom to tell if they see something online that makes them feel unhappy, worried, or scared |

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| **Year 2** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families and friendships**   * Know how to be a good friend, e.g. kindness, listening, honesty * Talk about different ways that people meet and make friends * Identify strategies for positive play with friends, e.g. joining in, including others, etc. * Know what causes arguments between friends * Know how to positively resolve arguments between friends * Discuss how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else   **Safe relationships**   * Know how to recognise hurtful behaviour, including online * Identify what to do and whom to tell if they see or experience hurtful behaviour, including online * Discuss what bullying is and different types of bullying * Know how someone may feel if they are being bullied * Talk about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help * Know how to resist pressure to do something that feels uncomfortable or unsafe * Discuss how to ask for help if they feel unsafe or worried and what vocabulary to use   **Respecting ourselves and others**   * Identify the things they have in common with their friends, classmates, and other people * Know how friends can have both similarities and differences * Know how to play and work cooperatively in different groups and situations * Discuss how to share their ideas and listen to others, take part in discussions, and give reasons for their views | **Belonging to a community**   * Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups * Know about different rights and responsibilities that they have in school and the wider community * Talk about how a community can help people from different groups to feel included * Recognise that they are all equal, and ways in which they are the same and different to others in their community   **Media literacy and digital resilience**   * Know the ways in which people can access the internet e.g. phones, tablets, computers * Recognise the purpose and value of the internet in everyday life * Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos * Understand that information online might not always be true   **Money and work**   * Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments * Understand how money can be kept and looked after * Talk about getting, keeping and spending money * Understand that people are paid money for the job they do * Recognise the difference between needs and wants * Discuss how people make choices about spending money, including thinking about needs and wants | **Physical health and Mental wellbeing**   * Talk about routines and habits for maintaining good physical and mental health * Know why sleep and rest are important for growing and keeping healthy * Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies * Know the importance of, and routines for, brushing teeth and visiting the dentist * Talk about food and drink that affect dental health * Describe and share a range of feelings * Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others * Know how to manage big feelings including those associated with change, loss and bereavement * Discuss when and how to ask for help, and how to help others, with their feelings   **Growing and changing**   * Know about the human life cycle and how people grow from young to old * Identify how our needs and bodies change as we grow up * Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) * Discuss change as people grow up, including new opportunities and responsibilities * Prepare to move to a new class and setting goals for next year   **Keeping safe**   * Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines * Discuss how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ * Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger * Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products * Talk about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel * Know how to respond if there is an accident and someone is hurt * Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say |

**Key Stage Two**

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| **Year 3** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships**   * Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents * Know that being part of a family provides support, stability and love * Understand the positive aspects of being part of a family, such as spending time together and caring for each other * Talk about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty * Identify if/when something in a family might make someone upset or worried * Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe   **Safe Relationships**   * Know what is appropriate to share with friends, classmates, family and wider social groups including online * Talk about what privacy and personal boundaries are, including online * Identify basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision * Understand that bullying and hurtful behaviour is unacceptable in any situation * Know about the effects and consequences of bullying for the people involved * Understand bullying online, and the similarities and differences to face-to-face bullying * Know what to do and whom to tell if they see or experience bullying or hurtful behaviour   **Respecting ourselves & others**   * Recognise respectful behaviours e.g. helping or including others, being responsible * Model respectful behaviour in different situations e.g. at home, at school, online * Understand the importance of self-respect and their right to be treated respectfully by others * Know what it means to treat others, and be treated, politely * Discuss the ways in which people show respect and courtesy in different cultures and in wider society | **Belonging to a community**   * Know the reasons for rules and laws in wider society * Understand the importance of abiding by the law and what might happen if rules and laws are broken * Know what human rights are and how they protect people * Identify basic examples of human rights including the rights of children * Know they have rights and also responsibilities * Understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn   **Media literacy and digital resilience**   * Know how the internet can be used positively for leisure, for school and for work * Recognise that images and information online can be altered or adapted and the reasons for why this happens * Talk about strategies to recognise whether something they see online is true or accurate * Evaluate whether a game is suitable to play or a website is appropriate for their age-group * Make safe, reliable choices from search results * Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication   **Money and work**   * Know about jobs that people may have from different sectors e.g. teachers, business people, charity work * Understand that people can have more than one job at once or over their lifetime * Identify common misconceptions and gender stereotypes related to work * Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM * Talk about some of the skills needed to do a job, such as teamwork and decision-making * Recognise their interests, skills and achievements and how these might link to future jobs * Discuss how to set goals that they would like to achieve this year e.g. learn a new hobby | **Physical health and Mental wellbeing**   * Know about the choices that people make in daily life that could affect their health * Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) * Discuss what can help people to make healthy choices and what might negatively influence them * Talk about habits and that sometimes they can be maintained, changed or stopped * Identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle * Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally * Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health * Talk about the things that affect feelings both positively and negatively * Be able to identify and talk about their feelings * Discuss some of the different ways people express feelings e.g. words, actions, body language * Recognise how feelings can change overtime and become more or less powerful   **Growing and changing**   * Know that everyone is an individual and has unique and valuable contributions to make * Recognise how strengths and interests form part of a person’s identity * Identify their own personal strengths and interests and what they’re proud of (in school, out of school) * Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues * Know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again   **Keeping safe**   * Identify typical hazards at home and in school * Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen * Know about fire safety at home including the need for smoke alarms * Discuss the importance of following safety rules from parents and other adults * Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety |

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| **Year 4** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships**   * Discuss the features of positive healthy friendships such as mutual respect, trust and sharing interests * Know strategies to build positive friendships * Know how to seek support with relationships if they feel lonely or excluded * Demonstrate how to communicate respectfully with friends when using digital devices * Discuss how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know * Know what to do or whom to tell if they are worried about any contact online   **Safe Relationships**   * Be able to differentiate between playful teasing, hurtful behaviour and bullying, including online * Know how to respond if they witness or experience hurtful behaviour or bullying, including online * Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable * Know how to manage pressures associated with dares * Discuss when it is right to keep or break a confidence or share a secret * Recognise risks online such as harmful content or contact * Know how people may behave differently online including pretending to be someone they are not * Identify how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online   **Respecting ourselves & others**   * Recognise differences between people such as gender, race, faith * Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations * Talk about the importance of respecting the differences and similarities between people * Use vocabulary to sensitively discuss difference and include everyone | **Belonging to a community**   * Know the meaning and benefits of living in a community * Recognise that they belong to different communities as well as the school community * Talk about the different groups that make up and contribute to a community * Identify the individuals and groups that help the local community, including through volunteering and work * Demonstrate how to show compassion towards others in need and the shared responsibilities of caring for them   **Media literacy and digital resilience**   * Know that everything shared online has a digital footprint * Understand that organisations can use personal information to encourage people to buy things * Recognise what online adverts look like * Compare content shared for factual purposes and for advertising * Discuss why people might choose to buy or not buy something online e.g. from seeing an advert * Know that search results are ordered based on the popularity of the website and that this can affect what information people access   **Money and work**   * Understand how people make different spending decisions based on their budget, values and needs * Know how to keep track of money and why it is important to know how much is being spent * Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them * Discuss how people spending money can have positive or negative effects on others e.g. charities, single use plastics | **Physical health and Mental wellbeing**   * Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally * Know what good physical health means and how to recognise early signs of physical illness * Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary * Know how to maintain oral hygiene and dental health, including how to brush and floss correctly * Discuss the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health   **Growing and changing**   * Identify external genitalia and reproductive organs * Talk about the physical and emotional changes during puberty * Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams * Understand strategies to manage the changes during puberty including menstruation * Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant * Discuss the challenges of puberty with a trusted adult * Know how to get information, help and advice about puberty   **Keeping safe**   * Discuss the importance of taking medicines correctly and using household products safely * Recognise what is meant by a ‘drug’ * Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing * Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects * Identify some of the risks associated with drugs common to everyday life * Understand that for some people using drugs can become a habit which is difficult to break * Know how to ask for help or advice |

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| **Year 5** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships**   * Know what makes a healthy friendship and how they make people feel included * Understand strategies to help someone feel included * Discuss peer influence and how it can make people feel or behave * Know the impact of the need for peer approval in different situations, including online * Understand strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication * Know that it is common for friendships to experience challenges * Demonstrate strategies to positively resolve disputes and reconcile differences in friendships * Know that friendships can change over time and the benefits of having new and different types of friends * Recognise if a friendship is making them feel unsafe, worried, or uncomfortable * Know when and how to seek support in relation to friendships   **Safe Relationships**   * Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations * Discuss how to ask for, give and not give permission for physical contact * Know how it feels in a person’s mind and body when they are uncomfortable * Understand that it is never someone’s fault if they have experienced unacceptable contact * Respond to unwanted or unacceptable physical contact * Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about * Identify whom to tell if they are concerned about unwanted physical contact   **Respecting ourselves & others**   * Recognise that everyone should be treated equally * Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own * Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia * Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment * Know the impact of discrimination on individuals, groups and wider society * Discuss ways to safely challenge discrimination * Know how to report discrimination online | **Belonging to a community**   * Talk about how resources are allocated and the effect this has on individuals, communities and the environment * Know the importance of protecting the environment and how everyday actions can either support or damage it * Show compassion for the environment, animals and other living things * Know about the way that money is spent and how it affects the environment * Express their own opinions about their responsibility towards the environment   **Media literacy and digital resilience**   * Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise * Discuss basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased * Know that some media and online content promote stereotypes * Assess which search results are more reliable than others * Recognise unsafe or suspicious content online * Know how devices store and share information   **Money and work**   * Identify jobs that they might like to do in the future * Talk about the role ambition can play in achieving a future career * Know how or why someone might choose a certain career * Discuss what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values * Identify the importance of diversity and inclusion to promote people’s career opportunities * Talk about stereotyping in the workplace, its impact and how to challenge it * Know that there is a variety of routes into work e.g. college, apprenticeships, university, training | **Physical health and Mental wellbeing**   * Know how sleep contributes to a healthy lifestyle * Talk about healthy sleep strategies and how to maintain them * Discuss the benefits of being outdoors and in the sun for physical and mental health * Know how to manage risk in relation to sun exposure, including skin damage and heat stroke * Know how medicines can contribute to health and how allergies can be managed * Understand that some diseases can be prevented by vaccinations and immunisations * Know that bacteria and viruses can affect health * Discuss how they can prevent the spread of bacteria and viruses with everyday hygiene routines * Recognise the shared responsibility of keeping a clean environment   **Growing and changing**   * Talk about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes * Know that for some people their gender identity does not correspond with their biological sex * Discuss how to recognise, respect and express their individuality and personal qualities * Know ways to boost their mood and improve emotional wellbeing * Know about the link between participating in interests, hobbies and community groups and mental wellbeing   **Keeping safe**   * Identify when situations are becoming risky, unsafe or an emergency * Identify occasions where they can help take responsibility for their own safety * Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour * Know how to deal with common injuries using basic first aid techniques * Understand how to respond in an emergency, including when and how to contact different emergency services * Know that female genital mutilation (FGM) is against British law * Know what to do and whom to tell if they think they or someone they know might be at risk of FGM |

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| **Year 6** | | | |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships**   * Understand what it means to be attracted to someone and different kinds of loving relationships * Know that people who love each other can be of any gender, ethnicity or faith * Discuss the difference between gender identity and sexual orientation and everyone’s right to be loved * Talk about the qualities of healthy relationships that help individuals flourish * Understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart * Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults * Know that people have the right to choose whom they marry or whether to get married * Understand that to force anyone into marriage is illegal * Identify how and where to report forced marriage or ask for help if they are worried   **Safe Relationships**   * Compare the features of a healthy and unhealthy friendship * Talk about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong * Identify strategies to respond to pressure from friends including online * Discuss how to assess the risk of different online ‘challenges’ and ‘dares’ * Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable * Know how to get advice and report concerns about personal safety, including online * Understand what consent means and how to seek and give/not give permission in different situations   **Respecting ourselves & others**   * Understand the link between values and behaviour and how to be a positive role model * Discuss issues respectfully * Listen to and respect other points of view * Constructively challenge points of view they disagree with * Know ways to participate effectively in discussions online and manage conflict or disagreements | **Belonging to a community**   * Understand what prejudice means * Differentiate between prejudice and discrimination * Recognise acts of discrimination * Discuss strategies to safely respond to and challenge discrimination * Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups * Know how stereotypes are perpetuated and how to challenge this   **Media literacy and digital resilience**   * Understand the benefits of safe internet use e.g. learning, connecting and communicating * Know how and why images online might be manipulated, altered, or faked * Recognise when images might have been altered * Know why people choose to communicate through social media and some of the risks and challenges of doing so * Understand that social media sites have age restrictions and regulations for use * Know the reasons why some media and online content is not appropriate for children * Understand how online content can be designed to manipulate people’s emotions and encourage them to read or share things * Talk about sharing things online, including rules and laws relating to this * Recognise what is appropriate to share online * Report inappropriate online content or contact   **Money and work**   * Discuss the role that money plays in people’s lives, attitudes towards it and what influences decisions about money * Talk about value for money and how to judge if something is value for money * Know how companies encourage customers to buy things and why it is important to be a critical consumer * Understanding how having or not having money can impact on a person’s emotions, health and wellbeing * Identify common risks associated with money, including debt, fraud and gambling * Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk * Know how to get help if they are concerned about gambling or other financial risks | **Physical health and Mental wellbeing**   * Know that mental health is just as important as physical health and that both need looking after * Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support * Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing * Discuss positive strategies for managing feelings * Know that there are situations when someone may experience mixed or conflicting feelings * Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome * Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available * Identify where they and others can ask for help and support with mental wellbeing in and outside school * Know the importance of asking for support from a trusted adult * Talk about the changes that may occur in life including death, and how these can cause conflicting feelings * Understand that changes can mean people experience feelings of loss or grief * Know about the process of grieving and how grief can be expressed * Discuss strategies that can help someone cope with the feelings associated with change or loss * Identify how to ask for help and support with loss, grief or other aspects of change * Talk about how balancing time online with other activities helps to maintain their health and wellbeing * Discuss strategies to manage time spent online and foster positive habits e.g. switching phone off at night * Know what to do and whom to tell if they are frightened or worried about something they have seen online   **Growing and changing**   * Recognise some of the changes as they grow up e.g. increasing independence * Talk about what being more independent might be like, including how it may feel * Know about the transition to secondary school and how this may affect their feelings * Discuss how relationships may change as they grow up or move to secondary school * Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school * Identify the links between love, committed relationships and conception * Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults * Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb * Know that pregnancy can be prevented with contraception * Understand about the responsibilities of being a parent or carer and how having a baby changes someone’s life   **Keeping safe**   * Know how to protect personal information online * Identify potential risks of personal information being misused * Identify strategies for dealing with requests for personal information or images of themselves * Identify types of images that are appropriate to share with others and those which might not be appropriate * Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be * Understand what to do if they take, share or come across an image which may upset, hurt or embarrass them or others * Report the misuse of personal information or sharing of upsetting content/ images online * Know about the different age rating systems for social media, T.V, films, games and online gaming * Discuss why age restrictions are important and how they help people make safe decisions about what to watch, use or play * Talk about the risks and effects of different drugs * Know about the laws relating to drugs common to everyday life and illegal drugs * Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs * Know about the organisations where people can get help and support concerning drug use * Know how to ask for help if they have concerns about drug use * Talk about mixed messages in the media relating to drug use and how they might influence opinions and decisions |