

LMTW Thematic PSHE Knowledge Progression

Explorers 1 / Nursery

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| <p style="text-align: center;">Come Fly With Me! Asia</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Show more confidence in new social situations • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' <p>Key Vocabulary journey, flight attendant, pilot, ticket, aeroplane, seat, Sari, Cheongsam, birthday, Chinese New Year</p> | <p style="text-align: center;">Help Is At Hand</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas • Show more confidence in new social situations • Become more outgoing with unfamiliar people, in the safe context of their setting • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Gradually understand how others might be feeling • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' <p>Key Vocabulary job, role, help, welcome, care, co-operate, helping hands, needs</p> |
| <p style="text-align: center;">Happy To Be Me</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Select and use activities and resources, with help when needed • Find solutions to conflicts and rivalries • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' <p>Key Vocabulary choose, help, home, community, games, friends, me, myself</p> | <p style="text-align: center;">Let's Play</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts and rivalries • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Talk about their feelings using words like 'happy, ' sad', 'angry' or 'worried' • Understand gradually how others might be feeling <p>Key Vocabulary play, share, games, toys, puppets, feelings, angry, upset, shout, look after</p> |



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| <p style="text-align: center;">Tell Us A Story</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Find solutions to conflicts and rivalries • Understand gradually how others might be feeling • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <p>Key Vocabulary Story time, books, nursery rhyme, 'once upon a time', fairy tale, Goldilocks, Three Little Pigs, Gingerbread Man</p> | <p style="text-align: center;">No Place Like Home</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations • Select and use activities and resources, with help when needed • Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts and rivalries • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling <p>Key Vocabulary home, friends, family, mum, dad, brother, sister, grandparents, step-family titles</p> |
| <p style="text-align: center;">Under The Sea</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Play with one or more other children, extending and elaborating play ideas • Show more confidence in new social situations • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas • Understand gradually how others might be feeling • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Develop their sense of responsibility and membership of a community • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them <p>Key Vocabulary sea, ocean, waves, fish, shark, crab, sea-life, under the sea, beach</p> | <p style="text-align: center;">What On Earth?</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts and rivalries • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Select and use activities and resources, with help when needed. This helps them to achieve a goal • Become more outgoing with unfamiliar people, in the safe context of their setting • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling • Show more confidence in new social situations • Develop their sense of responsibility and membership of a community • Talk with others to solve conflicts <p>Key Vocabulary feelings, considerate, differences, similarities, animals, humans</p> |

Additional 3D PSHE Lessons

Explorers 1 / Nursery

Lesson 1 - Let's Play Shops!

- Play with one or more other children, extending and elaborating play ideas (DM 2021)

Lesson 2 - Who's Playing?

- Develop appropriate ways of being assertive (DM 2021)
- Talk with others to solve conflicts (DM 2021)

Lesson 3 - It's Your Turn

- Develop a sense of responsibility and membership of a community (DM)

Lesson 4 - Good Friends

- Become more outgoing with unfamiliar people, in the safe context of their setting (DM 2021)

Lesson 5 - Make Your Choice

- Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)

Lesson 6 - Odd Jobs

- Develop their sense of responsibility and membership of a community (DM)

Lesson 7 - Chatterbox!

- Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)

Lesson 8 - Where I Live

- Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)

Lesson 9 - Can You Help?

- Develop appropriate ways of being assertive (DM)

Lesson 10 - Well Done!

- Select and use activities and resources, with help when need. This help them to achieve a goal they have chosen, or on which is suggested to them (DM)

Lesson 11 - A New Baby

- Show more confidence in new social situation (DM)

Lesson 12 - Deaf Girl

- Understand how others might be feeling (DM)

Lesson 13 - Fair Shares

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas (DM)

Lesson 14 - The Pantomime

- Increasingly follow rules, understanding why they are important (DM)

Lesson 15 - You Smell!

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM)

Lesson 16 - A Waiting Game

- Do not always need an adult to remind them of the rules (DM)

LMTW Thematic PSHE Knowledge Progression

Explorers 2 / Reception

All Join In

- Explains own knowledge and understanding

Key Vocabulary

Come Fly With Me! Asia

Help is At Hand

I Feel Poorly

- Asks appropriate questions of others
- Recognises what can cause different feeling (e.g. sympathy, sadness, relief)

I'm Stuck

journey, trip, holiday, aeroplane, bus, airport, country, overseas, abroad, foreign, travel

- Says when they do or don't need help
- Knows the people who look after them and their different roles and responsibilities

Key Vocabulary

poorly, sick, unwell, doctor, appointment, doctor's surgery, medicine, get well soon, rest, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage

Happy To Be Me

Busy Body

- Show sensitivity to their own bodies and to others' needs (ELG 2021)
- Recognises that their bodies can do lots of different things
- Knows why it is important to be physically active
- Shows awareness of physical differences
- Joins in and enjoys a range of activities

Family Fun

- Form positive attachments to adults and friendships with peers (ELG 2021)
- Recognises ways in which their families are special

Me and You

- Recognise that they are unique
- See themselves as a valuable individual

Key Vocabulary

sports day, active, movements, skipping, running race, events, wheelchair, disability, winning, losing, family, relatives, cousins, mum, dad, sister, brother, family members, family portrait, grandad, grandma twin, identical, features, same, different, sibling, individual, me

Let's Play

It's Your Turn

- Work and play cooperatively and take turns with others (ELG 2021)
- Takes steps to resolve conflicts with other children by finding compromises
- Recognises, names and own everyday feelings such as happy, sad and cross

Key Vocabulary

birthday, party, friends, take turns, game, share, fair



LMTW Thematic PSHE Knowledge Progression

Explorers 2 / Reception

| Tell Us A Story | No Place Like Home |
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| <p>Bully Boy – Cinderella</p> <ul style="list-style-type: none"> Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) <p>I'm Stuck – Jack and the Beanstalk</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Knows people who look after them and their different roles and responsibilities <p>Key Vocabulary frightened, lonely, bully, upset, name calling, pushing, pinching, help, proud, caring, supportive, friendly, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage</p> | <p>Nan's House</p> <ul style="list-style-type: none"> Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) Say why someone is special to them <p>The New Pet</p> <ul style="list-style-type: none"> Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) Knows how to care for living things <p>Key Vocabulary Nan, grandma, scared, nervous, happy, hug, smile, special people, pets, animals, care for, look after, bed, hutch, cage, bedding, water, food, sawdust, hay, rabbit, dog, cat, hamster, fish</p> |
| What On Earth? | Under The Sea |
| <p>Litter Bug</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG 2021) Beginning to consider the impact of their actions on others and the environment <p>Key Vocabulary litter, trash, rubbish, bin, tidy up, clean, cleaner</p> | <p>An Old Friend</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers (ELG 2021) Initiates conversations, attends to and takes account of what others say (DM 40-60 months) <p>Key Vocabulary moving house, boxes, moving van, packing, neighbours, best friend, talk, chat, share</p> |

Additional 3D PSHE Lessons

Reception / Explorers 2



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| <p>Lesson 1 – Hide and Seek</p> <ul style="list-style-type: none"> Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021) Knows when to say 'Thank you' and 'Sorry' <p>Lesson 3 – I like...</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) Knows personal likes, dislikes and preferences <p>Lesson 5 – What a Problem</p> <ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) Joins in and enjoys a range of activities Works together cooperatively towards common goals <p>Lesson 6 – Take the Plunge</p> <ul style="list-style-type: none"> Confident to try new activities (ELG 2021) Says when they do or don't need help (ELG 2021) <p>Lesson 9 – Stick to the Rules</p> <ul style="list-style-type: none"> Works as part of a group or class, and understands and follows the rules (ELG 2021) <p>Lesson 10 – Rainy Days</p> <ul style="list-style-type: none"> Takes account of one another's ideas about how to organise an activity (ELG 2021) Confident to speak in a familiar group (ELG 2021) Talks about their ideas (ELG 2021) <p>Lesson 12 – Clean and Tidy</p> <ul style="list-style-type: none"> Talks about their own and others' behaviour and its consequences (ELG 2021) Understand the importance of personal hygiene | <p>Lesson 15 – One Gold Star</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities (DM 40-60 months) Recognises their achievements and what they are good at <p>Lesson 18 – A Piece of Cake</p> <ul style="list-style-type: none"> Asks appropriate questions of others (DM 40 -60 months) Chooses resources they need for their chosen activities (ELG 2021) <p>Lesson 21 – Getting in a Knot</p> <ul style="list-style-type: none"> Says when they do or don't need help (ELG 2021) <p>Lesson 22 – E-Safety, Be Safe</p> <ul style="list-style-type: none"> Says when they do or don't need help (ELG 2021) Knows how to make good decisions Begins to develop an awareness of E-safety <p>Lesson 23 – Eid Mubarak</p> <ul style="list-style-type: none"> Explains own knowledge and understanding (DM 40-60 months) Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021) <p>Lesson 24 – Playtime Games</p> <ul style="list-style-type: none"> Talks about their own and others behaviour and its consequences (ELG 2021) Plays cooperatively and learns to take turns |
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PATHFINDERS – 3D PSHE

| Skills Progression | | |
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| PSHE Skills Pathfinders 1 and 2 / Years 1 and 2 | | |
| Personal Wellbeing Skills | Health and Wellbeing Skills (covers all phases) | Citizenship Skills |
| PW1 Identify the different types of work people do and learn about different places of work PW2 Recognise where money comes from, and the choices people make to spend money on things they want and need PW3 Understand that we cannot always afford the items we want to PW4 Contribute to enterprise activities | HW1 Know how to keep safe and how and where to get help HW2 Recognise right and wrong, what is fair and unfair and explain why HW3 Recognise how attitude and behaviour, including bullying, may affect others HW4 Recognise and respect similarities and differences between people HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help | Ci1 Recognise the difference between good and bad choices Ci2 Recognise the difference between right and wrong and what is fair and unfair Ci3 Consider ways of looking after the school or community and how to care for the local |





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| <p>PW5 Recognise what they like and dislike PW6 Recognise what they are good at PW7 Recognise, name and manage their feelings in a positive way PW8 Understand the difference between impulsive and considered behaviour PW9 Share their opinions on things that matter to them PW10 Make positive real-life choices (television, games, money) PW11 Recognise why healthy eating and physical activity are beneficial PW12 Recognise that some substances can help or harm the body PW13 Recognise the simple physical changes to their bodies experienced since birth PW14 Reflect on the similarities and differences between people PW15 Demonstrate basic road safety skills PW16 Make simple choices that improve their health and wellbeing e.g. healthy eating PW17 Manage basic personal hygiene PW18 Recognise that there are people who care for and look after them PW19 Identify different relationships that they have and why these are important PW20 Recognise how their behaviour affects other people PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying PW22 Seek help from an appropriate adult when necessary PW23 Develop positive relationships through work and play</p> | <p>HW6 Recognise and manage risk in everyday activities HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk HW8 Recognise stereotyping and discrimination HW9 Recognise their strengths and how they can contribute to different groups HW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health HW13 Listen to and show consideration for other people's views HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve HW15 Listen to, reflect on and respect other people's views and feelings HW16 Negotiate and present their own views HW17 Self-assess, understanding how this will help their future actions HW18 Work and play independently and in groups, showing sensitivity to others HW19 Use strategies to stay safe when using ICT and the internet HW20 Work independently and in groups, taking on different roles and collaborating towards common goals HW23 Set goals, prioritise and manage time and resources HW25 Manage risk in everyday activities HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency HW28 Respond to challenges, including recognising, taking and managing risk</p> | <p>environment Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary Ci5 Express views and take part in decision-making activities to improve their immediate environment or community Ci6 Take turns and share as appropriate Ci7 Suggest rules that would improve things for the common good</p> |
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LMTW Thematic PSHE Knowledge Progression





Pathfinders 1 / Year 1

Pathfinders 2 / Year 2



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| <p>Happily Ever After</p> <p> Pupils will begin by exploring the concept of what a bully is / what bullying is through the story of "The Ugly Duckling". Pupils will understand that bullying is not just physical but can be occur through name calling or being consistently unfriendly. Pupils will have opportunity to talk about their experiences of bullying or being bullied. They will be made aware that not everyone will want to share and that we must respect people's decision not to talk in a group. Finally, pupils will explore how bullying can be tackled in their class and wider school and the help available for those who feel they are being bullied.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn about bullies and bullying behaviour • Understand that bullying is wrong • Understand that name-calling is hurtful and avoidable • Take part in discussions with the whole class • Recognise how their behaviour affects other people • Understand what is and what is not bullying behaviour • Understand what is positive and negative behaviour • Understand who can help if someone is affected by bullying • Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying • Learn strategies to cope with unfair teasing • Understand that there are different types of teasing and bullying | <p>Land Ahoy!</p> <p> Pupils will learn about the importance of taking responsibility for their own actions and behaviour. They will learn why rules are important, not just in school but in society as a whole. Pupils will have the opportunity to make their own 'Class Charter' which will see their class rules become expectations which encourages taking responsibility for upholding these expectations. Pupils will discuss the importance of sharing and how this can cement the feeling of responsibility for the greater good.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn to take responsibility for their own actions • Learn to be responsible for another living thing • Understand the reason why we have rules • Learn about rules as expectations • Understand to agree and follow rules for their group and classroom • Recognise why rules and expectations are important • Understand why we have rules /expectations • Learn about how they can contribute to the life of the class • Understanding the importance of sharing • Know that everyone has a responsibility to consider the needs of others |
| <p>Come Fly With Me! Arctic Circle</p> <p> Pupils will explore the theme of friendship and relationships. They will discuss what makes a good friend and what makes a bad friend and if it is possible to be friends with everyone they meet. They will then explore some of the different ways that people express friendship and greeting across the world and have opportunity to make their own greeting.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the importance of making friends • Identify and respect the differences and similarities between people • Learn how to develop positive relationships with peers • Recognise that family and friends should care for one another • Learn about the importance of sharing as part of friendship and kindness • Understand the need for protein as part of a balanced diet • Recognise which types of food are healthy • Know how to make simple choices that improve their health and well-being • Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships | <p>Light Up the World</p> <p> In this unit, pupils will explore their emotions and will initially look at identifying emotions through facial expressions. They will learn that it ok to feel a whole range of emotions and be able to identify them confidently. Pupils will talk about what makes them angry or sad and what they can do to cheer themselves up. They will talk about loss and change and how that can make us feel extreme emotions. In links to science, pupils will also learn about how to keep safe in the sun.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn about a range of different feelings and emotions • Understand that it is acceptable to feel a range of emotions • Recognise, name, manage and express feelings in a positive way • Understand and be aware of the different ways to show sadness • Understand about coping with change and loss • Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • To understand the importance of sun safety • To know how to keep safe in the sun • Learn about making positive choices and how they can lead to happiness |

| LMTW Thematic PSHE Knowledge Progression | |
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| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |

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| <p style="text-align: center;">Unity in the Community</p> <p> Through the PSHE lessons in this unit, pupils will develop their understanding of what makes a community. Initially, they will think about their school community and the members that make it work. They will discuss the responsibilities they have as members of the school community and how they can make it a positive and successful team. They will then broaden their community horizons by thinking about their local community and the responsibilities they have within a larger community.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand our role in the class community • How to contribute to the life of the classroom • Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe • Develop an awareness of the Green Cross Code • Understand that they belong to various groups and communities • Develop a sense of belonging in the wider community • Understand the role of the local community • Develop a strong relationship with the local community • Understand the importance of shared responsibility within all communities | <p style="text-align: center;">Inter-Nation Media Station</p> <p> In this unit, pupils will learn how to share their opinions effectively and how to debate with their peers in simple terms. They will start to learn the roles played in debates and how they need to be managed properly so that everyone has their turn to speak and be heard. They will also start to look at ways in which the internet needs to be used safely and they should not share personal information with anyone online.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that it is important to share their opinions and to be able to explain their views confidently • Learn to listen to other people and play and work co-operatively • To take part in a simple debate about topical issues • Communicate their feelings to others • Share opinions and explain their views • Listen to other people and work cooperatively • Learn about the importance of using the internet safely |
| <p style="text-align: center;">Going Wild</p> <p> Pupils will develop their understanding of the human body by continuing to name particular parts of the body but will now talk about some of the similarities and differences between boys and girls. They will expand on their understanding of what is needed to keep healthy, especially the concept of exercise to stay fit and well.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn the names of different parts of the body • Recognise similarities and differences based on gender • Understand the need for physical activity to keep healthy • Learn to work as a team to solve a simple challenge • Understand the importance physical activity and rest as part of a balanced, healthy lifestyles | <p style="text-align: center;">Zero to Hero</p> <p> In this unit, pupils will be introduced to the concept of gender stereotyping through questioning what boys and girls can or can't do. They will learn that it is ok to be unsure and that they should always ask questions to gain clarity. They will also start to recognise their own achievements, things that they do well and find out how setting goals enables us to get better at things we aren't so good at yet.</p> <p>Concepts</p> <ul style="list-style-type: none"> • To recognise what they are good at • To value their own achievements • To learn how to set simple goals and targets for themselves • To recognise how they can use their strengths to contribute to different groups • To identify and respect similarities and differences between boys and girls • To recognise and respect similarities and differences between people |

| Additional 3D PSHE Lessons | |
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| Pathfinders 1 / Year 1 | |
| <p>Autumn 1</p> <p>Core 3 Unit 1 Lesson 3: Taking Turns – It's Your Turn</p> <p>Concepts</p> <ul style="list-style-type: none"> • Be able to take turns • Agree and follow rules for a collaborative game <p>Core 2 Unit 1 Lesson 7: Good Manners – How Rude!</p> <p>Concepts</p> <ul style="list-style-type: none"> • Learn about the conventions of courtesy and manners <p>Core 2 Unit 3 Lesson 6: Kindness – Give a Little</p> | <p>Autumn 2</p> <p>Core 2 Unit 1 Lesson 1: Feelings – How I feel</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • Recognise and communicate feelings to others • Learn how to share their views • Recognise, name and deal with their feelings in a positive way |

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| <p>Concepts</p> <ul style="list-style-type: none"> Recognise kind and unkind behaviour Understand that family and friends should care for each other <p>Safe Zone Year 1 Lesson 1</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain why the work I create using technology belongs to me (e.g. It's my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name or content). | <p>Core 2 Unit 1 Lesson 2: Responses – You and Me</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Recognise and communicate feelings to others Recognise, name and deal with their feelings in a positive way Learn to take part in discussions with one other person and the whole class <p>Safe Zone Year 1 Lesson 2</p> <p>Objectives</p> <ul style="list-style-type: none"> I can recognise that there are many people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust. |
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Additional 3D PSHE Lessons

Pathfinders 1 / Year 1

| Spring 1 | Spring 2 |
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| <p>Core 1 Unit 2 Lesson 4: Washing Hands – Meet Grub!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Learn to eradicate germs and the spread of diseases by washing hands Importance of maintaining personal hygiene Understand how germs spread infections and diseases <p>Core 1 Unit 1 Lesson 1: Healthy Eating – Vote Green</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about where vegetables and fruit grow Understand the social aspect of eating food together Know that making good choices about food will improve their health and well-being <p>Core 1 Unit 1 Lesson 3: Healthy Eating - Party Time!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the principles of planning and preparing a range of healthy meals Apply their knowledge of healthy eating to plan a menu for a themed party <p>Core 2 Unit 3 Lesson 2: Comparisons – All the Same</p> | <p>Core 1 Unit 5 Lesson 4: Personal Safety – Secret Surprise</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about the difference between secrets and surprises Understanding when not to keep adults' secrets Understand that it is acceptable to say 'no' <p>Core 1 Unit 5 Lesson 5: Emotional Safety – Getting Help</p> <p>Concepts</p> <ul style="list-style-type: none"> Know where and how to seek support (including recognising the triggers for seeing support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Learn about who to go to for help and advice <p>Safe Zone Year 1 Lesson 4</p> <p>Objectives</p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. |

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| <p>Concepts</p> <ul style="list-style-type: none"> Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Safe Zone Year 1 Lesson 3</p> <p>Objectives</p> <ul style="list-style-type: none"> I can use the internet to find things out. I can use simple key words in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened. | |
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Additional 3D PSHE Lessons

Pathfinders 1 / Year 1

| Summer 1 | Summer 2 |
|---|--|
| <p>Core 2 Unit 4 Lesson 5: Family – My Family</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that families are important for children growing up because they and give love, security and stability Recognise that family and friends should care for each other <p>Core 2 Unit 4 Lesson 6: Family – Special People</p> <p>Concepts</p> <ul style="list-style-type: none"> Identify their special people and what makes them special <p>Core 3 Unit 1 Lesson 6: Caring – Talking to Plants</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand that people and other living things have needs and that they have responsibilities to meet them Learn about responsibility to others <p>Core 3 Unit 1 Lesson 4: Lending / Borrowing – The Borrowers</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand the concept of 'borrowing' Show responsibility to others | <p>Core 3 Unit 3 Lesson 1: Money – Grow on Trees</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand where money comes from Recognise notes and coins <p>Core 3 Unit 3 Lesson 2: Money – Coining It In</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand the role of money in our society <p>Core 3 Unit 3 Lesson 3: Money – Keep It Safe</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand why it is important to keep money safe |

Additional 3D PSHE Lessons

Pathfinders 2 / Year 2

| Autumn 1 | Autumn 2 |
|---|--|
| <p>Core 2 Unit 3 Lesson 1: Fair and Unfair – It’s Not Fair Concepts</p> <ul style="list-style-type: none"> Recognise what is fair and unfair Learn to take part in discussions with the whole class <p>Core 2 Unit 3 Lesson 4: Right and Wrong – In The Right Concepts</p> <ul style="list-style-type: none"> Understand the difference between right and wrong <p>Core 1 Unit 5 Lesson 7: Staying Safe – I Don’t Know You Concepts</p> <ul style="list-style-type: none"> Know how to respond safely and appropriately to adults that may encounter (in all contexts, including online) whom they do not know <p>Core 1 Unit 5 Lesson 3: Drug Safety – Magic Medicines Concepts</p> <ul style="list-style-type: none"> Learn about the importance of medicine safety Know that all household products, including medicines, can be harmful if not used properly <p>Safe Zone Year 2 Lesson 1 Objectives</p> <ul style="list-style-type: none"> I can explain how other people’s identity online can be different to their identity in real-life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help. | <p>Core 1 Unit 4 Lesson 5: Consequences – Good vs Bad Concepts</p> <ul style="list-style-type: none"> Understand that all actions have consequences To take responsibility for our actions Learn from experiences Recognise what is right and wrong and how behaviour affects other people <p>Core 2 Unit 1 Lesson 4: Co-operation - Negotiation Concepts</p> <ul style="list-style-type: none"> Recognise the importance of listening to other people Understand the importance of being to work cooperatively Understand the concept of negotiation <p>Core 2 Unit 1 Lesson 5: Co-operation – Want to Play? Concepts</p> <ul style="list-style-type: none"> Recognise the importance of listening to other people Understand the importance of being to work cooperatively <p>Safe Zone Year 2 Lesson 2 Objectives</p> <ul style="list-style-type: none"> I can use the internet to communicate with people I don’t know well (e.g. email a pen-pal in another school/country). I can give examples of how I might use technology to communicate with others I don’t know well. |



Additional 3D PSHE Lessons

Pathfinders 2 / Year 2

| Spring 1 | Spring 2 |
|--|--|
| <p>Core 1 Unit 2 Lesson 5: Keeping Clean – Bath-Time</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about the importance of and reasons for bathing and showering Understand the importance of maintaining personal hygiene <p>Core 1 Unit 2 Lesson 6: Skin – Skinny tips</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about the importance of and reasons for bathing and showering Understand the importance of maintaining personal hygiene <p>Safe Zone Year 2 Lesson 3</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. | <p>Core 1 Unit 3 Lesson 3: Growing Up – All Grown Up</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about the physical changes in our bodies as we grow Understand emotional changes as we grow up Know that they have rights over their own bodies <p>Core 1 Unit 3 Lesson 4: Changing Needs – I Need</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about how our needs change and grow as we develop <p>Core 1 Unit 1 Lesson 5: Physical Activity – Mighty Muscles</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand how muscles work Learn to make simple choices that improve their health and well-being <p>Core 2 Unit 3 Lesson 3: Behaviour – In My Shoes</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand that family and friends should care for each other <p>Safe Zone Year 2 Lesson 4</p> <p>Objectives</p> <ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can / would get help about being bullied online or offline. |

Additional 3D PSHE Lessons

Pathfinders 2 / Year 2

| Summer 1 | Summer 2 |
|---|--|
| <p>Core 1 Unit 2 Lesson 1: Dental Hygiene – Brushing Up!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Learn about the importance of effective teeth cleaning and good dental hygiene Know about the importance of a healthy lifestyle <p>Core 1 Unit 2 Lesson 2: Dental Hygiene – Bright White</p> <p>Concepts</p> <ul style="list-style-type: none"> Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Learn how to take care of teeth, in addition to brushing <p>Core 1 Unit 2 Lesson 3: Dental Hygiene – Top Teeth</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Find out which foods are good for us Understand the importance of a healthy lifestyle including dental hygiene <p>Safe Zone Year 2 Lesson 5</p> <p>Objectives</p> <ul style="list-style-type: none"> I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now). | <p>Core 3 Unit 3 Lesson 4: Money – Shopping List</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand the importance of managing money carefully <p>Core 3 Unit 3 Lesson 5: Choices – This or That?</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand the importance of choices and spending money wisely <p>Core 3 Unit 3 Lesson 6: Enterprise – Dragons’ Den</p> <p>Concepts</p> <ul style="list-style-type: none"> Gain a basic understanding of enterprise <p>Safe Zone Year Lesson 6</p> <p>Objectives</p> <ul style="list-style-type: none"> I can describe why other people’s work belongs to them. I can recognise that content on the internet may belong to other people. <p>Safe Zone Year 2 Lesson 7</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices. |

Key Vocabulary

| Key Vocabulary | | | | | | | | | | | |
|--------------------|-------------|-----------|--------------------|-------------|--------|---------------------------------|-------------|-----------|----------------|------------|--|
| Happily Ever After | | | Light Up The World | | | Come Fly With Me! Arctic Circle | | | Land Ahoy | | |
| bully | teasing | accident | sun safety | face | loss | food | vegetarian | sharing | rules | guidelines | |
| hurt | embarrassed | negative | cover | expressions | change | diet | vegan | language | society | charter | |
| feelings | unkind | behaviour | slop | mood | share | balance | friends | say hello | govern | right | |
| name calling | help | positive | hat | angry | | healthy | connections | greeting | expectations | wrong | |
| bullying | trust | | shade | scared | | Omega 3 | good friend | | responsibility | fault | |
| cyber bullying | adult | | emotions | manage | | nutrients | bad friend | | boundaries | sharing | |

Key Vocabulary

| Unity in the Community | | | Inter-nation Media Station | | Going Wild | | | Zero To Hero | |
|------------------------|--------------|-----------|----------------------------|-----------------|------------|----------------|------------|--------------|-----------------|
| community | think | belonging | fact | internet safety | human | breasts | heart rate | goals | girls |
| class | stop | inclusive | opinion | personal | body | penis | | aspirations | stereotypes |
| school | look | hobbies | opinions | information | body parts | exercise | | achievements | gender equality |
| local | listen | clubs | thoughts | private | gender | physical | | similarities | |
| Green cross | wait | uniform | debate | stranger | male | exertion | | differences | |
| code | arrive alive | team | guidelines | | female | high intensity | | boys | |

PATHFINDERS – Safe Zone

| Safe Zone Skills Progression (Education for a Connected World skills) | | | |
|--|---|---|--|
| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
| Self-Image and Identity | Online Relationships | Self-Image and Identity | Online Relationships |
| <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened;</p> <p>I can give examples of how they might get help.</p> | <p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> | <p>I can explain how other people may look and act differently online and offline.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> | <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> |

| | | | |
|--|---|--|--|
| | | | I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. |
| | | | I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. |
| Online Reputation | Online Bullying | Online Reputation | Online Bullying |
| I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. | I can describe how to behave online in ways that do not upset others and can give examples. | I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. | I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. |

Safe Zone Skills Progression (Education for a Connected World skills)

| Pathfinders 1 / Year 1 | | Pathfinders 2 / Year 2 | |
|---|--|--|--|
| Managing Online Information | Health, Well-being and Lifestyle | Managing Online Information | Health, Well-being and Lifestyle |
| I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching . I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. | I can explain rules to keep myself safe when using technology both in and beyond the home. | I can use simple keywords in search engines . I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true. | I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. |
| Privacy and Security | Copyright and Ownership | Privacy and Security | Copyright and Ownership |
| I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy. | I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). | I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. |

Safe Zone Knowledge Progression (from Education for a Connected World)

| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |
|---|--|
| <p align="center">Lesson 1 – Copyright and Ownership</p> <p>In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to.</p> <p>Key Vocabulary create, belong, own, file, save, open, file name, copyright, self, self-portrait, paint, software</p> | <p align="center">Lesson 1 – Self-Image and Identity</p> <p>In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.</p> <p>Key Vocabulary honesty, kindness, identity, race, gender, online, offline, present, truthful, email</p> |
| | <p align="center">Lesson 2 – Online Relationships & Privacy and Security</p> <p>In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.</p> <p>Key Vocabulary friendship, communication, assessing risks, email, collaboration, contact, questions, safety</p> |
| <p align="center">Lesson 2 – Self-Image and Identity, Online Bullying & Online Relationships</p> <p>In this lesson, pupils learn about self-image and identity and look at how other people's comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person.</p> <p>Key Vocabulary identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying</p> | <p align="center">Lesson 3 – Online Reputation</p> <p>In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.</p> <p>Key Vocabulary reputation, online, post, create, content, image, responsibility, honesty, kindness</p> |
| | <p align="center">Lesson 4 – Online Bullying</p> <p>In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.</p> <p>Key Vocabulary bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust</p> |

Safe Zone Knowledge Progression (from Education for a Connected World)

| Pathfinders 1 / Year 1 | Pathfinders 2 / Year 2 |
|---|---|
| <p align="center">Lesson 3 – Managing Online Information</p> <p>In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately.</p> <p>Key Vocabulary search, online, definition, risk, assess, Google, YouTube, videos, sad, worried, uncomfortable</p> | <p align="center">Lesson 5 – Managing Online Information</p> <p>In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.</p> <p>Key Vocabulary search, internet, voice-activated, search result, accurate, clear, appropriate, research, information</p> |
| <p align="center">Lesson 4 – Privacy and Security & Online Reputation</p> <p>In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety.</p> <p>Key Vocabulary personal, private, information, privacy, security, adult, trust, access, stranger, online, safety, sharing</p> | <p align="center">Lesson 6 – Copyright and Ownership</p> <p>In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.</p> <p>Key Vocabulary copyright, ownership, create, owner, content, facts, copy, reuse, quote</p> |
| | <p align="center">Lesson 7 – Privacy and Security</p> <p>In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.</p> <p>Key Vocabulary key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique</p> |

ADVENTURERS – 3D PSHE

Skills Progression

PSHE Skills Adventurers 1 and 2 / Year 3 and 4

| Personal Wellbeing Skills | Health and Wellbeing Skills (covers all phases) | Citizenship Skills |
|---|---|---|
| PW6 Recognise what they are good at PW7 Recognise, name and manage their feelings in a positive way PW24 Recognise why people work PW26 Recognise what influences the choices people make about how money is spent PW27 Reflect on the range of skills needed in different jobs PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising PW29 Face new challenges positively and know when to seek help PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements PW31 Reflect on own mistakes and make amends PW32 Talk about their views on issues that affect themselves and their class PW33 Begin to make responsible choices and consider consequences PW34 Develop strategies for managing and controlling strong feelings and emotions PW35 Show awareness of changes that take place as they grow PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW38 Extend strategies to cope with risky situations PW39 Behave safely and responsibility in different situations PW40 Follow school rules about health and safety and know where to get help PW41 Begin to make informed lifestyle choices PW42 Identify strategies to respond to negative behaviour constructively and ask for help PW44 Empathise with another viewpoint PW45 Form and maintain appropriate relationships with a range of different people PW52 Talk, write and explain their views on issues that affect the wider environment PW65 Recognise how new relationships may develop | HW1 Know how to keep safe and how and where to get help HW2 Recognise right and wrong, what is fair and unfair and explain why HW3 Recognise how attitude and behaviour, including bullying, may affect others HW4 Recognise and respect similarities and differences between people HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help HW6 Recognise and manage risk in everyday activities HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk HW8 Recognise stereotyping and discrimination HW9 Recognise their strengths and how they can contribute to different groups HW10 Recognise the factors influencing opinion and choice, including the media HW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health HW13 Listen to and show consideration for other people's views HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve HW15 Listen to, reflect on and respect other people's views and feelings HW16 Negotiate and present their own views HW17 Self-assess, understanding how this will help their future actions HW18 Work and play independently and in groups, showing sensitivity to others HW19 Use strategies to stay safe when using ICT and the internet HW20 Work independently and in groups, taking on different roles and collaborating towards common goals HW21 Use ICT safely including keeping electronic data secure | Ci5 Work co-operatively, showing fairness and consideration to others Ci8 Show awareness of issues affecting communities and groups Ci9 Recognise the need to take responsibility for actions Ci10 Identify the difference between needs and wants Ci11 Identify and understand why laws are made and how they are applied justly Ci12 Recognise the importance of local organisations in providing for the needs of the local community Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Ci14 Reflect on the impact of people's actions on others and the environment Ci15 Work co-operatively, showing fairness and consideration to others Ci16 Make decisions, giving consideration to the impact they may have on others Ci24 Work collaboratively towards common goals Ci25 Reach agreements, make decisions and manage discussions to achieve positive results |



Skills Progression continued...



PSHE Skills Adventurers 1 and 2 / Year 3 and 4





| Personal Wellbeing Skills | Health and Wellbeing Skills (covers all phases) | Citizenship Skills |
|---------------------------|---|--------------------|
|---------------------------|---|--------------------|



| | | |
|--|--|--|
| | <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p> | |
|--|--|--|

| LMTW Thematic PSHE Knowledge Progression | |
|--|---|
| Adventurers 1 / Y3 | Adventurers 2 / Y4 |
| <p>Come Fly With Me! Africa</p> <p> In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff is plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.</p> | <p>A World of Difference</p> <p> Pupils will explore their cultural and religious differences and similarities in this unit. They will discuss the term 'diversity' and how a diverse community can be very important to building tolerance and understanding between people of different backgrounds. They will then use their learning on the different religions to discuss similarities and differences between them.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the term 'diversity' and appreciate diversity within school • Learn about the need for tolerance for those who are different from us |

| | |
|---|--|
| <p>Concepts</p> <ul style="list-style-type: none"> • Know where different foods come from • Know about and understand the function of different food groups for a balanced diet • Understand why it is important to be part of a community • Understand that we need to protect and care for animals | <ul style="list-style-type: none"> • Understand and appreciate the range of different cultures and religions represented within school • Learn about the need for tolerance for those of different faiths and beliefs |
| <p style="text-align: center;">That's All, Folks!</p> <p> PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that everyone has different strengths and weaknesses • Know how to set realistic targets • Understand how to break down the steps needed to achieve a goal | <p style="text-align: center;">Cry Freedom</p> <p> Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the term 'diversity' and appreciate diversity within school • Learn about the need for tolerance for those who are different from us • Know what child labour is • Understand some of the causes and consequences • Know some of the ways that we can help to eliminate child labour |

| LMTW Thematic PSHE Knowledge Progression | |
|--|--|
| Adventurers 1 / Y3 | Adventurers 2 / Y4 |
| <p style="text-align: center;">Athens v Sparta</p> <p> In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in a group because each person has an important role to play. Pupils will discover that persistence can have negative effects especially when it comes to name-calling and other bullying behaviours.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to recognise the difference between isolated hostile incidents and bullying • Know how to recognise bullying behaviour • Understand why it is important to listen to others • Understand the terms 'resilience' and 'persistence' and why these character traits are important • Understand why it is important to work collaboratively | <p style="text-align: center;">Law and Order</p> <p> Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why rules are needed in different situations • Recognise that rules may need to be changed • Understand why it is important to plan ahead and think of potential consequences as a result of their actions • Understand why it is important to behave responsibly • Recognise that actions have consequences |
| <p style="text-align: center;">Under the Canopy</p> <p> PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups</p> | <p style="text-align: center;">Lightning Speed</p> <p> In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.</p> |

of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.

Concepts

- To know and understand how the make-up of family units can differ
- Understand how we are all connected by our similarities
- Understand that family units can be different and can sometimes change

Concepts

- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- To begin to make responsible choices and consider consequences
- To use ICT safely including keeping electronic data secure
- To use ICT safely including using software features and settings
- To know why social media, some computer games and online gaming, for example, are age restricted

LMTW Thematic PSHE Knowledge Progression

Adventurers 1 / Y3

Adventurers 2 / Y4

Picture Our Planet



Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.

Concepts

- Learn about and reflect on their own spending habits / choices
- Understand why financial management and planning is important from a young age



Additional 3D PSHE Lessons

Adventurers 1 / Year 3

| Autumn 1 | Autumn 2 |
|--|--|
| <p>Core 2 Unit 5 Lesson 1: Friendship – Best Features</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the features of a good friend • Understand why it is important to be positive in relationships with others <p>Core 2 Unit 5 Lesson 2: Friendship – Circles Time</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how important friendships are in making us feel happy and secure, and how people choose and make friends • Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Know and understand the features of a good friend • Understand why it is important to be positive in relationships with others <p>Core 2 Unit 5 Lesson 3: Friendships – Falling Out</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <p>Core 2 Unit 5 Lesson 4: Friendships – The BAFAs</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Understand why it is important to be positive in relationships with others <p>Safe Zone Year 3 Lesson 1</p> <p>Objectives</p> <ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media). | <p>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – I am Who I am!</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental <p>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – Hearts and Minds</p> <p>Concepts</p> <ul style="list-style-type: none"> • Become more self-aware <p>Core 1 Unit 1 Lesson 3: Physical, Emotional and Mental – Three in One</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why setting goals is important |

Additional 3D PSHE Lessons

Adventurers 1 / Year 3

| Spring 1 | Spring 2 |
|--|---|
| <p>Core 2 Unit 1 Lesson 1: Clear Messages – Dot, Dot, Dash</p> <p>Concepts</p> <ul style="list-style-type: none"> Recognise that there are many ways to communicate Understand the need to communicate clearly <p>Core 2 Unit 1 Lesson 2: How to Listen – Listen Up!</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand why it is important to listen to others <p>Safe Zone Year 3 Lesson 2 Part 1</p> <p>Objectives</p> <ul style="list-style-type: none"> I can describe ways in which people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know very well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain how, and other peoples', feelings can be hurt by what is said or written online. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried. I can explain what it means 'to know' someone online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online; and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain the importance of giving and gaining permission before sharing things online; How the principles of sharing online are the same as sharing offline e.g. sharing images and videos. <p>Safe Zone Year 3 Lesson 2 Part 2</p> <p>Objectives</p> <ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. | <p>Core 3 Unit 2 Lesson 1: Different Communities – My Community</p> <p>Concepts</p> <ul style="list-style-type: none"> Understand why it is important to be part of a community <p>Safe Zone Year 3 Lesson 4</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age-restricted gaming or websites). |

Additional 3D PSHE Lessons

Adventurers 1 / Year 3

| Spring 1 continued... | |
|---|--|
| <p>Safe Zone Year 3 Lesson 3</p> <p>Objectives (Online Reputation)</p> <ul style="list-style-type: none"> I can search for information about myself online. I can recognise that I need to be careful with how I share anything about myself or others online. I can give examples of what anyone may or may not be willing to share about themselves online. I know who I should ask if I'm not sure if I should put something online. <p>Objectives (Managing Online Information)</p> <ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. | |

| | |
|--|--|
| <ul style="list-style-type: none"> • I can explain the difference between 'a belief', 'an opinion' and 'a fact' and give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). • I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. | |
|--|--|

Additional 3D PSHE Lessons

Adventurers 1 / Year 3

| Summer 1 | Summer 2 |
|--|---|
| <p>Core 1 Unit 7 Lesson 1: Before Puberty – You’ve Grown! Concepts</p> <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person <p>Core 1 Unit 7 Lesson 2: Visible Changes – Mind the Gap Concepts</p> <ul style="list-style-type: none"> • Know and understand how to look after our teeth • Understand what happens when we lose teeth as grow up and why this happens <p>Core 1 Unit 8 Lesson 1: How to Help – Who to Call Core 1 Unit 8 Lesson 2: Emergency Calls – Calling 999 Core 1 Unit 8 Lesson 3: Ambulance, Now! Concepts</p> <ul style="list-style-type: none"> • Know how to make a clear and efficient call to emergency services if necessary <p>Core 1 Unit 2 Lesson 4: Sleep – Sweet Dreams! Concepts</p> <ul style="list-style-type: none"> • 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 <p>Safe Zone Year 3 Lesson 5 Objectives</p> <ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. | <p>Core 1 Unit 2 Lesson 1: A Balanced Approach – Define: Healthy Concepts</p> <ul style="list-style-type: none"> • Understand the meaning of the word 'healthy' <p>Core 1 Unit 2 Lesson 2: Physical Exercise – Active Kids? Concepts</p> <ul style="list-style-type: none"> • Know the risks associated with an inactive lifestyle (including obesity) • Know the recommended guidelines for physical activity and understand the reasons for these <p>Core 1 Unit 3 Lesson 3: Lifestyle Choices – It’s Your Choice Concepts</p> <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness <p>Core 2 Unit 2 Lesson 3: Shared Goals – Better Places Concepts</p> <ul style="list-style-type: none"> • Know how to identify ways to improve the environment • Know how to spot problems and find ways of dealing with them <p>Safe Zone Year 3 Lesson 6 Objectives</p> <ul style="list-style-type: none"> • I can explain why copying someone else’s work from the internet without permissions can cause problems. • I can give examples of what those problems might be. |

- I can explain that if I am not sure or feel pressurised, I should ask a trusted adult.
- I understand and can give reasons why passwords are important.
- I can describe simple strategies for creating and keeping passwords private.
- I can describe how connected devices can collect and share my information with others.

Additional 3D PSHE Lessons

Adventurers 2 / Year 4

Autumn 1

Core 1 Unit 6 Lesson 5: Internet Use - Online Usage

Concepts

- Know that for most people the internet is an integral part of life and has many benefits
- Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing

Core 1 Unit 6 Lesson 6: Internet Use – Age Limits

Concepts

- To know why social media, some computer games and online gaming, for example, are age restricted
- To know where and how to report concerns and get support with issues online

Safe Zone Year 4 Lesson 1

Objectives (Online Relationships)

- I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms).
- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
- I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

Objectives (Online Bullying)

- I can recognise when someone is upset, hurt or angry online.
- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Autumn 2

Core 3 Unit 3 Lesson 1: Gender Stereotypes – His and Hers

Concepts

- Know what a stereotype is, and how stereotypes can be unfair, negative and destructive
- Know and understand the terms 'discrimination' and 'stereotype'
- Challenge stereotypes relating to gender and work

Core 2 Unit 3 Lesson 2: Self Worth – I'm A Marvel

Concepts

- Understand what self-esteem is and why it is important
- Know how to communicate their opinions in a group setting

Core 1 Unit 5 Lesson 5: Feelings – Overreacting

Concepts

- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Safe Zone Year 4 Lesson 2

Objectives

- I can explain how using technology can be a distraction from other things, in both a positive and negative way.
- I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

Additional 3D PSHE Lessons

Adventurers 2 / Year 4

| Spring 1 | Spring 2 |
|---|---|
| <p>Core 1 Unit 3 Lesson 3: Working With Food – Master Chef Concepts</p> <ul style="list-style-type: none"> • Know the principles of planning and preparing a range of healthy meals <p>Core 1 Unit 3 Lesson 4: Working With Food – Our Food Hall Concepts</p> <ul style="list-style-type: none"> • Learn to prepare and cook a variety of dishes <p>Safe Zone Year 4 Lesson 3 Objectives (Online Reputation)</p> <ul style="list-style-type: none"> • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others. <p>Objectives (Managing Online Information)</p> <ul style="list-style-type: none"> • I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; im-app purchases, pop ups) and can recognise some of these when they appear online. • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. | <p>Core 1 Unit 5 Lesson 6: Self-Respect – Let's R.O.C.K! Concepts</p> <ul style="list-style-type: none"> • Learn about the importance of self-respect and how this links to their own happiness <p>Safe Zone Year 4 Lesson 4 Objectives</p> <ul style="list-style-type: none"> • I can explain how my online identity can be different to my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. |

Additional 3D PSHE Lessons

Adventurers 2 / Year 4

| Summer 1 | Summer 2 |
|---|--|
| <p>Core 2 Unit 1 Lesson 3: Responding To Others – Agony Aunt Concepts</p> <ul style="list-style-type: none"> Understand why it is important to listen to others <p>Core 2 Unit 1 Lesson 4: Expressing Opinions – It’s Debatable Concepts</p> <ul style="list-style-type: none"> Know how to communicate their opinions in a group setting Understand why it is important to listen to others <p>Core 1 Unit 5 Lesson 3: Loss / Separation – Left Behind Concepts</p> <ul style="list-style-type: none"> Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support <p>Safe Zone Year 4 Lesson 5 Objectives</p> <ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images. | <p>Core 2 Unit 4 Lesson 1: Connections – Paper Chains Concepts</p> <ul style="list-style-type: none"> Understand that we are all connected by our similarities <p>Safe Zone Year 4 Lesson 6 Objectives</p> <ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on the context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. |

| Key Vocabulary | | | | | | | | |
|--------------------------|-------------------|-----------|-----------------------|-----------|------------------|------------|----------------|----------------|
| Come Fly With Me! Africa | | | A World Of Difference | | That's All Folks | | Cry Freedom | |
| plant | balanced | ethnicity | diversity | religion | strengths | work ethic | diversity | dangerous jobs |
| animal | diet | cultural | stereotyping | beliefs | weaknesses | dream | discrimination | UNICEF |
| protein | nutrition | poaching | discrimination | afterlife | talent | aspiration | stereotyping | |
| carbohydrate | healthy lifestyle | ivory | strengths | | target | | celebration | |
| vitamin | community | | differences | | goal | | strengths | |
| fats | | | representation | | aim | | child labour | |

Key Vocabulary

| Athens Vs Sparta | | | Law and Order | | Under The Canopy | | | Lightning Speed | |
|------------------|-----------------|----------|----------------|--------------|------------------|---------------|---------------|----------------------|--------------|
| collaboration | self-evaluation | negative | rules | kinaesthetic | lost | relationships | connection | online safety | choices |
| group work | resilience | positive | responsibility | outcomes | missing | family unit | similarities | E-safety | social media |
| teamwork | persistence | | expectations | teach | empathise | adopted | family change | privacy | gaming |
| share | frustration | | planning | reflect | separation | fostered | | personal information | age limits |
| listen | bullying | | visual | behaviour | found | parents | | secret | hacking |
| group roles | react | | auditory | | family tree | carers | | | |

ADVENTURERS – Safe Zone

Safe Zone Skills Progression (Education for a Connected World skills)

| Adventurers 1 / Year 3 | | Adventurers 2 / Year 4 | |
|---|--|---|--|
| Self-Image and Identity | Online Relationships | Self-Image and Identity | Online Relationships |
| <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> | <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the</p> | <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> | <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> |

| | | | |
|--|---|---|--|
| | principles of sharing online is the same as sharing offline e.g. sharing images and videos. | | |
| Online Reputation | Online Bullying | Online Reputation | Online Bullying |
| <p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p> | <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> | <p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> | <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> |

| Safe Zone Skills Progression (Education for a Connected World skills) | | | |
|---|----------------------------------|-----------------------------|----------------------------------|
| Adventurers 1 / Year 3 | | Adventurers 2 / Year 4 | |
| Managing Online Information | Health, Well-being and Lifestyle | Managing Online Information | Health, Well-being and Lifestyle |



| | | | |
|---|---|---|---|
| <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> | <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> | <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> | <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p> |
|---|---|---|---|

| Safe Zone Skills Progression (Education for a Connected World skills) | | | |
|---|--|---|--|
| Adventurers 1 / Year 3 | | Adventurers 2 / Year 4 | |
| Privacy and Security | Copyright and Ownership | Privacy and Security | Copyright and Ownership |
| <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> | <p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> | <p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to</p> | <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> |

| | | | |
|--|--|---|--|
| I can describe how connected devices can collect and share anyone's information with others. | | respond appropriately and who I can ask if I am not sure. | |
| I can describe how connected devices can collect and share anyone's information with others. | | I know what the digital age of consent is and the impact this has on online services asking for consent. | |

Safe Zone Knowledge Progression (from Education for a Connected World)

| Adventurers 1 / Year 3 | Adventurers 2 / Year 4 |
|--|---|
| <p style="text-align: center;">Lesson 1 – Self-Image and Identity</p> <p>Mission: To create a new identity card to access the Safe Zone and to create an avatar for online presence. This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes. Key Vocabulary identity, avatar, safety, security, presence, breach, represent, change</p> | <p style="text-align: center;">Lesson 1 – Online Relationships & Online Bullying</p> <p>Mission: To understand downtime and how we should behave during it This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves. Key Vocabulary downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection</p> |



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| <p style="text-align: center;">Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests. Part 2 - To understand cyber-bullying and offer advice on how to deal with it.</p> <p>This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this.</p> <p>Key Vocabulary communication, online, website, platform, chat, post, comment, bullying, advice, conversation</p> | <p style="text-align: center;">Lesson 2 – Health, Well-being and Lifestyle</p> <p>Mission: To reflect on screen time and what you access online</p> <p>In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit.</p> <p>Key Vocabulary distraction, focus, concentration, engrossed, limit, screen time, technology, audit</p> |
| <p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly.</p> <p>In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching.</p> <p>Key Vocabulary Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS</p> | <p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To question the validity of online sources of information</p> <p>In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these.</p> <p>Key Vocabulary fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal</p> |

| Safe Zone Knowledge Progression (from Education for a Connected World) | |
|--|---|
| Adventurers 1 / Year 3 | Adventurers 2 / Year 4 |
| <p style="text-align: center;">Lesson 4 – Health, Well-being and Lifestyle</p> <p>Mission: To complete a reflective assessment of your current computing usage and activity.</p> <p>In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete 'Health and Well-being assessments' by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online.</p> <p>Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire</p> | <p style="text-align: center;">Lesson 4 – Self-Image and Identity</p> <p>Mission: To review online identity.</p> <p>In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens.</p> <p>Key Vocabulary violation, protocol, identity, impersonation, pretend, public, social media, implications</p> |

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| <p style="text-align: center;">Lesson 5 – Privacy and Security</p> <p>Mission: To understand the practice of creating passwords for online files and identifying and generating good passwords.</p> <p>In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others.</p> <p>Key Vocabulary password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure</p> | <p style="text-align: center;">Lesson 5 – Copyright and Ownership</p> <p>Mission: To create an online portfolio being aware of copyright and ownership.</p> <p>In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p> |
| <p style="text-align: center;">Lesson 6 – Copyright and Ownership</p> <p>Mission: To understand that work can be easily copied online and to consider the information I share.</p> <p>In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work.</p> <p>Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action</p> | <p style="text-align: center;">Lesson 6 – Privacy and Security</p> <p>Mission: To create an online portfolio being aware of copyright and ownership.</p> <p>In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p> |

NAVIGATORS – 3D PSHE

| Skills Progression | | |
|---|---|---|
| PSHE Skills Navigators 1 and 2 / Year 5 and 6 | | |
| Personal Wellbeing Skills | Health and Wellbeing Skills (covers all phases) | Citizenship Skills |
| PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements PW35 Show awareness of changes that take place as they grow PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW41 Begin to make informed lifestyle choices PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW47 Recognise how people manage money and learn about basic financial capability | HW1 Know how to keep safe and how and where to get help HW2 Recognise right and wrong, what is fair and unfair and explain why HW3 Recognise how attitude and behaviour, including bullying, may affect others HW4 Recognise and respect similarities and differences between people HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help HW6 Recognise and manage risk in everyday activities HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk HW8 Recognise stereotyping and discrimination HW9 Recognise their strengths and how they can contribute to different groups HW10 Recognise the factors influencing opinion and choice, including the media | Ci2 Recognise the difference between right and wrong and what is fair and unfair Ci10 Identify the difference between needs and wants Ci15 Work co-operatively, showing fairness and consideration to others Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice Ci18 Recognise that communities and the people within them are diverse, changing and interconnected Ci19 Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others |

| | | |
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| <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW49 Look after their money and realise that future wants, and needs may be met through saving</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability</p> <p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW54 Begin to set personal goals</p> <p>PW55 Take action based on responsible choices</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p> | <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> | <p>Ci20 Identify different forms of discrimination against people in societies</p> <p>Ci21 Discuss how people can live and work together to benefit their communities</p> <p>Ci23 Consider the main features of a democracy</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p> <p>Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making</p> |
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Skills Progression continued...

PSHE Skills Navigators 1 and 2 / Year 5 and 6

| Personal Wellbeing Skills | Health and Wellbeing Skills (covers all phases) | Citizenship Skills |
|--|--|--------------------|
| <p>PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p>PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour</p> <p>PW59 Recognise when physical contact is acceptable and unacceptable</p> <p>PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p> <p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p> <p>PW64 Identify how to find information and advice through help lines</p> <p>PW65 Recognise how new relationships may develop</p> <p>PW66 Reflect on the many different types of relationships that exist</p> <p>PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships</p> <p>PW68 Manage changing emotions and recognise how they can impact on relationships</p> <p>PW69 Talk with a wide range of adults</p> | <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p> | |




LMTW Thematic PSHE Knowledge Progression

| Navigators 1 / Y5 | Navigators 2 / Y6 |
|---|--|
| <p>Come Fly With Me! America</p> <p> Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren't listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand the importance of listening to others • Understand the role of the listener in any relationship • Recognise that there are many ways to communicate • Understand the need to both listen and speak when communicating with others • Understand the benefits of living in a diverse community and learn to celebrate diversity | <p>A World of Bright Ideas</p> <p> In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know how to cook and apply the principles of nutrition and healthy eating • Prepare and cook with a variety of ingredients, using a range of cooking techniques |
| <p>Full of Beans</p> <p> Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know and understand financial terms such as loan, interest, tax and discount • Learn about budgeting and what it means to budget • Understand why financial management and planning is important from a young age • Know and understand financial terms such as loan, interest, tax and discount • Understand why aspirations are important in helping to plan for the future | <p>"I Have a Dream..."</p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Learn about cultural differences and how diverse cultures can enhance societies • Learn about gender discrimination and its impact |



LMTW Thematic PSHE Knowledge Progression

| Navigators 1 / Y5 | Navigators 2 / Y6 |
|-------------------|---|
| | <p style="text-align: center;">Wars of the World</p> <p> In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be led into listening to and taking part in extreme activities. This unit uses the events of September 11th 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure • Recognise the features of extremism • Identify why and how people are recruited into extremist activity • Identify some of the stereotypes relevant to extremism • Understand how extremism can lead to harm • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify the risks faced in relation to extremist activity • Understand how they can lead to harm • Identify some of the stereotypes relevant to radicalisation |

Additional 3D PSHE Lessons

Navigators 1 / Year 5

| Autumn 1 | Autumn 2 |
|---|---|
| <p>Core 3 Unit 1 Lesson 1: Structure – Just Imagine</p> <p>Concepts</p> <ul style="list-style-type: none"> • Understand why structure is needed in different situations • Understand the term 'anarchy' and understand the implications of living in an anarchic society <p>Core 3 Unit 1 Lesson 2: Law and Order – In Charge</p> <p>Concepts</p> | <p>Core 2 Unit 4 Lesson 5: Online Relationships – A Risky Business</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met |

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| <ul style="list-style-type: none"> Know and understand the meaning of the following :- democracy, sovereignty, dictatorship, government, monarchy <p>Core 3 Unit 1 Lesson 3: U.N Rights – Our Rights</p> <p>Concepts</p> <ul style="list-style-type: none"> Learn about organisations such as the United Nations Understand the importance and significance of equal rights <p>Safe Zone Year 5 Lesson 1</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages geolocation) with others. I can explain what app permissions are and can give some examples. I can explain what a strong password is and demonstrate how to create one. | <ul style="list-style-type: none"> Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health <p>Core 1 Unit 5 Lesson 1: Drugs – Just Say No!</p> <p>Core 1 Unit 5 Lesson 2: Alcohol – Drink Aware</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Core 1 Unit 4 Lesson 1: Death and Grief – It’s Natural</p> <p>Concepts</p> <ul style="list-style-type: none"> Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other’s feelings <p>Core 1 Unit 4 Lesson 2: Death and Grief- Poppies</p> <p>Concepts</p> <ul style="list-style-type: none"> Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle <p>Safe Zone Year 5 Lesson 2</p> <p>Objectives</p> <ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. |
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Additional 3D PSHE Lessons

Navigators 1 / Year 5

| Spring 1 | Spring 2 |
|--|---|
| <p>Core 1 Unit 5 Lesson 3: Tobacco – Up In Smoke</p> <p>Core 1 Unit 5 Lesson 4: Substance Abuse - Let’s Be Frank</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Safe Zone Year 5 Lesson 3</p> <p>Objectives (Online Reputation)</p> <ul style="list-style-type: none"> I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. <p>Safe Zone Year 5 Lesson 3</p> <p>Objectives (Managing Online Information)</p> | <p>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know about the basic synergy between physical emotional and mental health <p>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – What’s Puberty</p> <p>Concepts</p> <ul style="list-style-type: none"> Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes <p>Core 1 Unit 1 Lesson 3: Healthy Lifestyle – You Choose!</p> <p>Concepts</p> <ul style="list-style-type: none"> Know and understand the characteristics and mental and physical benefits of an active lifestyle Understand the importance of making changes in adopting a more healthy lifestyle <p>Safe Zone Year 5 Lesson 4</p> |

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| <ul style="list-style-type: none"> I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e/g/ differentiating between adverts and search results. I can explain key concepts including: information, reviews, facts, opinions, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas e.g. website notifications, pop-ups, targeted ads. I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. | <p>Objectives</p> <ul style="list-style-type: none"> I can describe ways technology can affect health and well-being both positively (e.g. well-being apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. |
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Additional 3D PSHE Lessons

Navigators 1 / Year 5

| Summer 1 | Summer 2 |
|--|--|
| <p>Core 1 Unit 2 Lesson 1: Food Choices – Secret Eaters</p> <p>Concepts</p> <ul style="list-style-type: none"> Know what constitutes a healthy diet (including understanding calories and other nutritional content) Know about the different food groups and their related importance as a part of a balanced diet Develop an awareness of their own dietary needs <p>Core 2 Unit 1 Lesson 1: Confidentiality – Secret Info</p> <p>Concepts</p> <ul style="list-style-type: none"> Know the importance of permissions-seeking and giving in relationships with friends, peers and adults Recognise that there are many different ways to communicate Understand the need for confidentiality in certain situations <p>Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact Know about and understand the importance of touch in a range of contexts Know the difference between appropriate and inappropriate touches Know how to recognise and report feelings of being unsafe or feeling bad about any adult <p>Safe Zone Year 5 Lesson 5</p> <p>Objectives</p> | <p>Core 1 Unit 5 Lesson 5: Basic First Aid – First Aid Tips</p> <p>Concepts</p> <ul style="list-style-type: none"> Know concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>Safe Zone Year 5 Lesson 6</p> <p>Objectives (Online Relationships)</p> <ul style="list-style-type: none"> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our/ fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. <p>Objectives (Online Bullying)</p> <ul style="list-style-type: none"> I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. |

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| <ul style="list-style-type: none"> I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. | <ul style="list-style-type: none"> I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). |
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Additional 3D PSHE Lessons

Navigators 2 / Year 6

| Autumn 1 | Autumn 2 |
|---|---|
| <p>Core 1 Unit 3 Lesson 1: Identified Strengths – Big Dreams Core 1 Unit 3 Lesson 2: Identified Strengths – Big Achievers Concepts</p> <ul style="list-style-type: none"> Be able to reflect on past achievements Recognise achievements of others as being worthwhile and important <p>Core 1 Unit 5 Lesson 6: Internet Safety – Fake News Concepts</p> <ul style="list-style-type: none"> To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <p>Safe Zone Year 6 Lesson 1 Objectives (Online Reputation)</p> <ul style="list-style-type: none"> I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. <p>Objectives (Managing Online Information)</p> <ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can opinions and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. | <p>Core 1 Unit 3 Lesson 3: Setting Goals – Super Futures Concepts</p> <ul style="list-style-type: none"> To set personal goals To think about their own strengths and weaknesses when setting goals <p>Core 1 Unit 3 Lesson 4: Setting Goals – I can do that!</p> <ul style="list-style-type: none"> To be able to see how their learning now can influence their future learning and work choices Be aware of a wide range of careers, opportunities and job choices available to them at local colleges <p>Safe Zone Year 6 Lesson 2 Objectives (Online Relationships)</p> <ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others e.g. screen grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. <p>Objectives (Online Bullying)</p> <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts. |

Additional 3D PSHE Lessons

Navigators 2/ Year 6

| Spring 1 | Spring 2 |
|--|---|
| <p>Core 1 Unit 1 Lesson 4: Physical Illness - Bleugh! Concepts</p> <ul style="list-style-type: none"> Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <p>Core 1 Unit 1 Lesson 6: Immunisation – One Sharp Scratch Concepts</p> <ul style="list-style-type: none"> To know the facts and science relating to allergies, immunisation or vaccination <p>Safe Zone Year 6 Lesson 3 Objectives</p> <ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help I need. | <p>Core 1 Unit 1 Lesson 5: Healthy Minds – Young Minds Concepts</p> <ul style="list-style-type: none"> To know how and when to seek support including which adults to speak to in school if they are worried about their health To know that 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 <p>Core 2 Unit 4 Lesson 4: Mental Wellbeing – Mind Business Concepts</p> <ul style="list-style-type: none"> Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <p>Core 2 Unit 3 Lesson 1: Race and Ethnicity – United States Concepts</p> <ul style="list-style-type: none"> Know the importance of self-respect and how this links to their own happiness Learn about racial discrimination and its impact on societies, past and present <p>Safe Zone Year 6 Lesson 4 Objectives (Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). |



Additional 3D PSHE Lessons

Navigators 2 / Year 6

| Summer 1 | Spring 2 continued... |
|---|---|
| <p>Core 2 Unit 4 Lesson 3: Marriage – I Promise...</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that marriage represents and formal legally recognise commitment for two people to each other which is intended to be lifelong <p>Core 2 Unit 4 Lesson 2: Support and Care – Connections</p> <p>Concepts</p> <ul style="list-style-type: none"> Know that relationships can change as a result of growing up <p>Safe Zone Year 6 Lessons 5 and 6</p> <p>Objectives (Privacy and Security)</p> <ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scans, phishing). I know that online services have terms and conditions that govern their use. <p>Objectives (Copyright and Ownership)</p> <ul style="list-style-type: none"> I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge source I have used from the internet. | <p>Safe Zone Year 6 Lesson 4</p> <p>Objectives (Managing Online Information)</p> <ul style="list-style-type: none"> I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how some might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can describe the different between online misinformation and disinformation. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. <p style="text-align: center;">Summer 2</p> <p>Core 3 Unit 4 Lesson 1: Generating Income – Making Money</p> <p>Concepts</p> <ul style="list-style-type: none"> Know and understand the principles of enterprise Understand profit and loss <p>Core 3 Unit 4 Lesson 2: Generating Income – Raising Money</p> <p>Concepts</p> <ul style="list-style-type: none"> Know and understand the principles of charity work |

| Key Vocabulary | | | | | |
|---------------------------|-------------------|-------------------------|--------|---------------|----------|
| Come Fly With Me! America | | A World of Bright Ideas | | Full Of Beans | |
| listening | misinterpretation | ingredient | review | interest | planning |
| cross-cultural | misinformation | teamwork | score | budget | value |
| understanding | collaborating | food invention | | VAT | tax |
| ignored | planning | menu | | discount | loan |
| reflection | event | success criteria | | percentage | salary |
| UN | | | | financial | |

| Key Vocabulary | | | |
|------------------|-------------|-------------------|--------------------|
| "I Have A Dream" | | Wars of the World | |
| collaboration | festival | vulnerable | parallel |
| roles | tradition | extremism | extreme |
| community | gender | resilience | terrorism |
| charter | stereotype | radicalisation | Ground Zero |
| culture | aspirations | courage | World Trade Centre |
| difference | | misinformation | internet |

NAVIGATORS – Safe Zone

Safe Zone Skills Progression (Education for a Connected World skills)

| Safe Zone Skills Progression (Education for a Connected World skills) | | | |
|---|--|---|--|
| Navigators 1 / Year 5 | | Navigators 2 / Year 6 | |
| Self-Image and Identity | Online Relationships | Self-Image and Identity | Online Relationships |
| <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> | <p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my /our fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p> | <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p> | <p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> |
| Online Reputation | Online Bullying | Online Reputation | Online Bullying |
| <p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p> | <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> | <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> | <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> |

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| I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. | | |
| I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). | | |

| Safe Zone Skills Progression (Education for a Connected World skills) | | | |
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| Navigators 1 / Year 5 | | Navigators 2 / Year 6 | |
| Managing Online Information | Health, Well-being and Lifestyle | Managing Online Information | Health, Well-being and Lifestyle |
| <p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> | <p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> | <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between on-line misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> | <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> |

Safe Zone Skills Progression (Education for a Connected World skills)

| Navigators 1 / Year 5 | | Navigators 2 / Year 6 | |
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| Privacy and Security | Copyright and Ownership | Privacy and Security | Copyright and Ownership |
| <p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p> | <p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p> | <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p> | <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> |

| Safe Zone Knowledge Progression (Education for a Connected World) | |
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| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
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| <p style="text-align: center;">Lesson 1 – Privacy and Security</p> <p>Mission: To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions</p> <p>In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly.</p> <p>Key Vocabulary permissions, data, accept, company, money, profit, password, strong, special character, share, secure</p> | <p style="text-align: center;">Lesson 1 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure your digital identity is protected and spot when something online might not be as it seems</p> <p>In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet Legends game 'Interland'.</p> <p>Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being</p> |
| <p style="text-align: center;">Lesson 2 – Self-Image and Identity</p> <p>Mission: To update our avatar for online presence and demonstrate a positive online presence</p> <p>In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves.</p> <p>Key Vocabulary copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change</p> | <p style="text-align: center;">Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: To debate whether the sharing of certain content online is okay</p> <p>In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online.</p> <p>Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing</p> |
| <p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: Be sceptical and evaluate digital content before taking it as fact</p> <p>In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island.</p> <p>Key Vocabulary influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction</p> | <p style="text-align: center;">Lesson 3 –Self-Image and Identity</p> <p>Mission: To understand and challenge stereotypes online</p> <p>In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences.</p> <p>Key Vocabulary stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration</p> |

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| Safe Zone Knowledge Progression (Education for a Connected World) |
| Navigators 1 / Year 5 |
| Navigators 2 / Year 6 |

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| <p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle</p> <p>Mission: To understand the effect technology can have on our health and well-being both positive and negative In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky.</p> <p>Key Vocabulary mindfulness, meditation, relaxation, awareness, focus, health, mental health, hormones, age-appropriate, access, support, guidance, loot box, online purchasing, chance, gambling, finance</p> | <p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information</p> <p>Mission: To understand the challenges we face while using technology and identify strategies to stay healthy In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology.</p> <p>Key Vocabulary Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction</p> |
| <p style="text-align: center;">Lesson 5 – Copyright and Ownership</p> <p>Mission: To understand when online content can be reused and give examples In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages.</p> <p>Key Vocabulary reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution</p> | <p style="text-align: center;">Lesson 5 & 6 – Privacy and Security & Copyright and Ownership</p> <p>Mission: To understand good practice in terms of privacy and security and pass this on to others Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupil-led activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others.</p> <p>Key Vocabulary passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice</p> |
| <p style="text-align: center;">Lesson 6 – Online Relationships & Online Bullying</p> <p>Mission: To create an anti-cyberbullying video In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch.</p> <p>Key Vocabulary communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying</p> | |



End Goals

Explorers / EYFS

Our aim in teaching PSHE in Explorers is to begin to develop pupils' self-awareness as individuals and their place in their class environment. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know.

By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging and they should be able to suggest some ways in which they could help others achieve a task. Pupils should also be able to set themselves some simple targets, such as being able to climb a little higher on the climbing frame or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy.

Pathfinders / KS1

Our aim in teaching PSHE in Pathfinders is to expand and build on pupils' awareness of themselves and others and develop skills learnt in Explorers. Pathfinders should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation, and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community.

At the end of the Pathfinders phase, pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender. Pupils will have also been introduced to financial literacy and be made aware, in basic terms, of keeping safe online.

End Goals

Adventurers / LKS2

Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment.

By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively.

Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle.

Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.

Navigators / UKS2

Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it.

In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11th 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies.

As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.