



St Chad's Patchway PSHE and Safeguarding Curriculum

Long Term Overview 2025 - 2026

EYFS						
Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Healthy Me
Outline of Content	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Whole School Events	World Mental Health Day (10 th October 2025) Anti Bullying Week (10 th – 14 th November 2025) BBC Children in Need (14 th November 2025) NSPCC – Speak Out, Stay Safe Assembly		Children's mental health week (9 th – 15 th Feb 2025) Safer Internet Day (10 th February 2026) Random Acts of Kindness (17 th February 2026) Water Safety Day (22 nd March 2026) Neuro-Diversity Day (18 th March 2026)		Celebrating Differences Day	

Year 1

Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	<p>Feeling special and safe.</p> <p>Being part of a class.</p> <p>Rights and responsibilities.</p> <p>Rewards and feeling proud.</p> <p>Consequences.</p> <p>Owning the Learning Charter.</p>	<p>Similarities and differences.</p> <p>Understanding bullying and knowing how to deal with it.</p> <p>Making new friends.</p> <p>Celebrating the differences in everyone.</p>	<p>Setting goals.</p> <p>Identifying successes and achievements.</p> <p>Learning styles.</p> <p>Working well and celebrating achievement with a partner.</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles.</p> <p>Feelings of success.</p>	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
<p>PSHE Assessment Outcome</p> <p>SEMH Assessment Outcome</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples where being healthy can make me feel happy.</p>	<p>I can explain why I feel special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can explain why some changes I might experience might feel better than others.</p>

<p>Internet Safety</p>	<p>Self-Image and Identity</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>I can recognise that information can stay online and can be copied.</p> <p>Online Reputation</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Online Relationships</p> <p>I can give examples of when I should ask permission to do something online and explain why it is important.</p> <p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is 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 as others.</p> <p>Health and Wellbeing</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Privacy and Security</p> <p>I can recognise more detailed examples of information that is personal to someone.</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>Managing Online Information</p> <p>I can give simple examples of how to find information using digital technologies e.g. search engines.</p> <p>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.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>
<p>Whole School Events</p>	<p>World Mental Health Day (10th October 2025)</p> <p>Anti Bullying Week (10th – 14th November 2025)</p> <p>BBC Children in Need (14th November 2025)</p> <p>NSPCC – Speak Out, Stay Safe Assembly</p>	<p>Children's mental health week (9th – 15th Feb 2025)</p> <p>Safer Internet Day (10th February 2026)</p> <p>Random Acts of Kindness (17th February 2026)</p> <p>Water Safety Day (22nd March 2026)</p> <p>Neuro-Diversity Day (18th March 2026)</p>	<p>Celebrating Differences Day</p> <p>NSPCC PANTS Lessons</p> <p>RSE</p> <p>Fire Safety : Fire engine visit</p>

Year 2

Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets, trust and appreciation</p> <p>Expressing appreciation for something/ someone special</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
PSHE Assessment Outcome SEM4 Assessment Outcome	<p>I can explain why my behaviour would impact on other people in the class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different.</p> <p>I can explain how it feels to be a friend and have a friend. I can explain why it is ok to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>I can explain how it feels to be a part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give some examples of some problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can use the correct to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel ok and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>

Internet Safety	<p>Self-Image and Identity</p> <p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Online Reputation</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Online Relationships</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>Health and Wellbeing</p> <p>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.</p> <p>I can say how those rules / guides can help anyone accessing online technologies</p>	<p>Privacy and Security</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>Managing Online Information</p> <p>I can give simple examples of how to find information using digital technologies e.g. search engines.</p> <p>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.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>
Whole School Events	<p>World Mental Health Day (10th October 2025)</p> <p>Anti Bullying Week (10th – 14th November 2025)</p> <p>BBC Children in Need (14th November 2025)</p> <p>NSPCC – Speak Out, Stay Safe Assembly</p> <p>Good Spot (Road Safety)</p>	<p>Children's mental health week (9th – 15th Feb 2025)</p> <p>Safer Internet Day (10th February 2026)</p> <p>Random Acts of Kindness (17th February 2026)</p> <p>Water Safety Day (22nd March 2026)</p> <p>Neuro-Diversity Day (18th March 2026)</p>	<p>Celebrating Differences Day</p> <p>NSPCC PANTS Lessons</p> <p>RSE</p> <p>Fire Safety : Fire engine visit</p>

Year 3

Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
<p>PSHE Assessment Outcome</p> <p>SEMH Assessment Outcome</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p><i>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</i></p>	<p>I can describe different conflicts that might happen in family and friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p><i>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</i></p>	<p>I can describe the different ways that help me learn and what I need to do to improve.</p> <p><i>I am confident and positive when I share my successes with others. I can explain how these feelings can be stored in my internal treasure chest</i></p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p><i>I can express how being anxious, scared and unwell feels.</i></p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p><i>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</i></p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p><i>I recognise how I feel about these changes</i></p>

			and why this is important.		happening to me and can suggest some ideas to cope with these feelings.
Internet Safety	Self-Image and Identity I can explain what is meant by the term 'identity.' I can explain how people can represent themselves in different ways online. I can explain some 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. Online Reputation I can explain how to search for information about others online. 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 and who to speak to if unsure about putting something online.	Online Relationships I can explain how some people who have similar likes and interests can get together online. 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. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online, how the principles of sharing online is the same as sharing offline. Health and Wellbeing I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged. 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.	Privacy and Security I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. If they feel not sure, they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. Managing Online Information I can give simple examples of how to find information using digital technologies e.g. search engines. 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. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.		

Whole School Events	Diversity Assembly and Workshops World Mental Health Day (10 th October 2025) Anti Bullying Week (10 th – 14 th November 2025) BBC Children in Need (14 th November 2025) NSPCC – Speak Out, Stay Safe Assembly		Children's mental health week (9 th – 15 th Feb 2025) Safer Internet Day (10 th February 2026) Random Acts of Kindness (17 th February 2026) Water Safety Day (22 nd March 2026) Neuro-Diversity Day (18 th March 2026)	Celebrating Differences Day NSPCC PANTS Lessons RSE		
Year 4						
Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions – judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking and alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
PSHE Assessment Outcome SEMh Assessment Outcome	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings	I can summarise the changes that happen to boys and girls' bodies that prepare them for making a baby when they are older.

	help me and others feel valued.		and have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure.	when missing a special person or animal.	I can explain some of the choices that I might make in the future and some of the choices that I have no control over. I can offer some suggestion as to how I might manage my feelings when changes happen.
Internet Safety	Self-Image and Identity 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 how others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Online Reputation 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.		Online Relationships I can describe strategies for safe and fun experiences in a range of online social environments. 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. Health and Wellbeing 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.		Privacy and Security I can describe strategies for keeping personal information private, depending on 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 unsure. I know what the digital age of consent is and the impact this has on online services asking for consent. Managing Online Information 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; in-app purchases, pop-ups) and can recognise some of these when they appear online.	

			<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>
Whole School Events	<p>Diversity Assembly and Workshops</p> <p>World Mental Health Day (10th October 2025)</p> <p>Anti Bullying Week (10th – 14th November 2025)</p> <p>BBC Children in Need (14th November 2025)</p> <p>NSPCC – Speak Out, Stay Safe Assembly</p> <p>Bikeability</p> <p>Swimming – Swim Safety</p> <p>Road Safety Workshop</p>	<p>Children's mental health week (9th – 15th Feb 2025)</p> <p>Safer Internet Day (10th February 2026)</p> <p>Random Acts of Kindness (17th February 2026)</p> <p>Water Safety Day (22nd March 2026)</p> <p>Neuro-Diversity Day (18th March 2026)</p>	<p>Celebrating Differences Day</p> <p>NSPCC PANTS Lessons</p> <p>RSE</p>

Year 5						
Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and antisocial behaviour Emergency aid Body image Relationships with food Making healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
PSHE Assessment Outcome SEMH Assessment Outcome	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the

	school and a wider community context.	discriminatory behaviour.		I can summarise different ways that I respect and value my body.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
Internet Safety	Self-Image and Identity I can explain how identity online can be modified, copied or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. Online Reputation 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 judgments about an individual and why these may be incorrect		Online Relationships 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. Health and Wellbeing I can describe ways that technology can affect health and well-being positively and negatively. I can describe some strategies, tips, or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults. I can explain how and why some apps or games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.		Privacy and Security I can explain what a strong password is and demonstrate how to create one. 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 give some examples.	

Whole School Events	Diversity Assembly and Workshops World Mental Health Day (10 th October 2025) Anti Bullying Week (10 th – 14 th November 2025) BBC Children in Need (14 th November 2025) NSPCC – Speak Out, Stay Safe Assembly	Children's mental health week (9 th – 15 th Feb 2025) Safer Internet Day (10 th February 2026) Random Acts of Kindness (17 th February 2026) Water Safety Day (22 nd March 2026) Neuro-Diversity Day (18 th March 2026) Bikeability (How to stay safe on the roads) Road Safety (Feet First)	Celebrating Differences Day NSPCC PANTS Lessons RSE
----------------------------	---	--	---

Year 6

Term	1	2	3	4	5	6
JIGSAW Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Outline of Content	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements and Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition

<div>PSHE Assessment Outcome</div> <div>SEMH Assessment Outcome</div>	<div>I can explain how my choices have an impact on people in my immediate community and globally.</div> <div>I can empathise with others in my community and globally and explain how this can influence the choices I make.</div>	<div>I can explain ways in which difference can be a source of conflict or a cause for celebration.</div> <div>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</div>	<div>I can describe some ways in which I can work with other people to help make the world a better place.</div> <div>I can explain what motivates me to make the world a better place.</div>	<div>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</div> <div>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</div>	<div>I can identify when people are experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</div> <div>I can explain the feelings I may experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</div>	<div>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</div> <div>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</div>
Internet Safety	<div>Self-Image and Identity</div> <div>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.</div> <div>I can describe issues online that could make anyone sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both online and offline.</div> <div>Online Reputation</div> <div>I can explain the ways in which anyone can develop a positive online reputation and identify strategies people can use to protect their 'digital personality.'</div>		<div>Online Relationships</div> <div>I can explain how sharing something online may have an impact either positively or negatively.</div> <div>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.</div> <div>I can describe how things shared privately online can have unintended consequences for others e.g. screen-grabs.</div> <div>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.</div>		<div>Privacy and Security</div> <div>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</div> <div>I can explain what to do if a password is shared, lost or stolen.</div> <div>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</div> <div>Managing Online Information</div> <div>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</div> <div>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).</div>	

		<p>Health and Wellbeing</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>	I know that online services have terms and conditions that govern their use.
Whole School Events	<p>Diversity Assembly and Workshops</p> <p>World Mental Health Day (10th October 2025)</p> <p>Anti Bullying Week (10th – 14th November 2025)</p> <p>BBC Children in Need (14th November 2025)</p> <p>NSPCC – Speak Out, Stay Safe Assembly</p> <p>Swimming – Swim Safety</p>	<p>Children's mental health week (9th – 15th Feb 2025)</p> <p>Safer Internet Day (10th February 2026)</p> <p>Random Acts of Kindness (17th February 2026)</p> <p>Water Safety Day (22nd March 2026)</p> <p>Neuro-Diversity Day (18th March 2026)</p> <p>Road Safety (Feet First)</p> <p>Life Skills Trip (15th January 2026)</p>	<p>Celebrating Differences Day</p> <p>NSPCC PANTS Lessons</p> <p>RSE</p> <p>Catch Up Swimming Lessons</p> <p>Pedestrian Training (Mapping out walking routes to secondary school. Looking for dangers and identifying how to keep themselves safe.)</p>