

PSHE Curriculum Overview

	Autumn I	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Myself and my	Myself and my	Citizenship: Identify	Healthy and safer	Healthy & safer	Healthy & safer		
	relationship:	relationships: Family	and Diversity (ID F)	lifestyles: My body	lifestyles: Healthy	lifestyles: Keeping		
	Beginning and	and friends. (FF F)		and growing up (BG	lifestyles (HL F)	safe (KS F)		
	Belonging (BB F)		1. To name and	F)				
		1. Who is special	describe		1. Understand	1. To be able to		
	1. To understand	to me and what	themselves and	1. Describe own	what their	recognise the		
	what is special	makes them	people in their	appearance	bodies need to	clues my body		
	about me and	special?	class and	and name	stay healthy.	gives me		
	other people in	2. Who is in my	notice how	external body	2. To be able to	when I am		
	my class.	family and	they are	parts.	name and talk	feeling unsafe		
	2. To understand	how my family	similar and	2. Understand	about foods	or unsure.		
	what I have	care for one	different.	ways in	they like and	2. To be able to		
EYFS	learnt to do	another?	2. Name and	which their	dislike.	identify		
	and recognise	3. What is a	describe their	body has	3. Understand	trusted adults		
	what I would	friend and	family and	changed since	why different	who I could		
	like to do next.	what a good	show interest	they were a	foods and	talk to and		
	3. To know who	friend might	in other	baby.	drink are	ask for help.		
	and how to	do.	people's	3. Recognise	important for	3. To develop a		
	ask for help if	4. To know some	families.	similarities	their bodies.	strategy to		
	they need it.	ways to make	3. Name and	and	4. Understand	keep safer if I		
	4. To understand	new friends.	describe things	differences	what exercise	am lost.		
	ways of	5. How to respect	which are	between the	is and why it	4. To be able to		
	welcoming	my own needs	important to	bodies of boys	is good for	understand		
	new children to	and how to	them and their	and girls.	them.	basic road		
	the class.	show respect to	family.	v		safety skills.		

5. To understand	the needs of	4. Recognise	4. Understand	5. Understand the	5. To be able to
ways of	others.	similarities	ways of	importance of	identify safe
respecting the	6. To know some	and	looking after	sleep for their	and unsafe
needs of other	simple	differences	their body	bodies.	touch.
children in the	strategies to use	between	and keeping it	6. To be able to	6. To understand
class.	to make up with	classmates'	clean.	name some	what
6. To begin to	friends after	everyday	5. Ways in	choices they	medicines are
understand	falling out.	activities at	which they	can make	and why some
how to play	7. To know what	home.	can take	which	people need
and work	my actions can	5. Show interest	responsibility	contribute to	people ried medicines.
	U		ı		meatanes.
alongside others at	affect others.	in and equally	for keeping	healthy living.	
	8. Recognise some	value a range	themselves		
school.	forms of	of people and	clean and		
7. To know how	unkind	the variety of	recognise		
to show I am	behaviour and	ways they live	situations		
listening to an	know what to	their lives.	where they		
adult.	do if someone	6. Understand	still need to be		
8. To be able to	is unkind to me.	different ways	supported by		
follow simple		that people	others.		
instructions.		and families	6. To understand		
		celebrate their	how members		
		beliefs.	of their family		
			and other		
			trusted people		
			care for and		
			look after		
			them.		

	Myself and my	Myself and my	Citizenship: Diversity	Relationships and	Healthy & safer	Healthy & safer
	relationships:	relationships: Family	and communities	sex education (RSI)	lifestyles: Drug	lifestyles: Personal
	Beginning and	and friends. (FF 1/2)	(DC 1/2)	,	Education (DE 1/2)	Safety (PS 1/2)
	Belonging (BB 1/2)	, ,	, ,	1. Recognise the	, ,	,
	<i>5 5</i> · ,	1. Describe what a	1. Understand	main external	1. To know basic	1. To be able to
	1. To participate	good friend is	what builds	parts of the	information	identify
	in discussions	and how it	their sense of	bodies of	about how	different
	about how to	feels to be	identity	humans,	substances	feelings and
	help the	friends.	through	including	enter the body	tell others how
	classroom to	2. Understand	exploring	names for	and their	I feel.
	feel like a place	why telling the	similarities	sexual parts.	effects.	2. To know who
	where they can	truth is	and	2. Describe what	2. Develop and	I could talk
V	learn safely	important,	differences.	their bodies	understand of	with if I have
Year	and happily.	especially	2. Express	can do.	and attitudes	a worry or
1/2	2. To participate	between friends.	families	3. Understand	towards	need to ask
	in activities	3. Develop	structure,	that they have	medicines-	for help.
Cycle	that enable	strategies for	traditions,	responsibility	how they can	3. To be able to
В	them to	choosing,	culture and	for their	be helpful and	identify
	develop	making and	beliefs and	body's actions	their possible	private body
	relationships	developing	recognise that	and that their	risks.	parts.
	in class.	friendships.	other families	body belongs	3. Understand	4. To be able to
	3. To recognise	4. Explore some	are different.	to them.	reasons why	know that my
	what it may	ways	3. Understand	4. To know how	many people	body belongs
	feel like to start	friendships	what my	to keep	have	to me and to
	something new.	might be	community	themselves	injections,	be able to say
	4. To have some	challenging	means and the	clean.	including	'no' to
	ideas about	and how we	benefits of	5. To understand	childhood	unwanted
	how to help	might feel.	belonging to	the importance	immunisations.	touch.
	new people feel	5. Explore positive	community	of basic	4. Recognise that	5. To know what
	welcome in the	ways to	groups.	hygiene	there are ways	I could do if
	class.	peacefully		practices, e.g	to feel good	

5. To learn simple	euloa	4. Understand the	washing	and better	I feel worried
strategies to	friendship	role of media	hands, using	without taking	about a secret.
help in new	problems.	in their local	a tissue and	medicines.	6. To know what
aituations.	6. Explore	community.	how these	5. Understand	I could do if
6. To be able to	concepts of	5. Know how to	prevent the	that all drugs	something
identify adults	personal space	care of	spread of	and many	worries or
who can help	and boundaries	animals and	disease.	household	upsets me
them if they	and how to	plants in their	6. Understand	substances can	when I am
need support.	express their	own	what they	be harmful if	online.
7. To know how	wishes	environment.	have learned	they are used	
to ask for help,	assertively.	6. Know how they	and be able to	incorrectly.	
and to have	7. Understand	can help look	share it with	6. To be able to	
some ideas	why families	after the	others.	identify	
about how	are important	school		situations	
they can help	to children as	environment.		where risky	
each other.	they grow up			substances are	
8. To understand	and how people			present and be	
what they	in families care			able to ask for	
have learned	for each other.			advice or day	
in this unit	8. Identify special			'No, I won't'	
and be able to	people outside				
share it.	their family,				
	consider why				
	they are special				
	and how they				
	offer support.				
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	Myself and my	Myself and my	Citizenship: working	Relationships and	Healthy & safer	E-safety: Me and
	relationships: Anti-	relationships: my	together (WT 1/2)	Sex education (RS2)	lifestyles: Healthy	My online identity
	(AB 1/2 پيللسB پيللس	emotions (ME 1/2)			lifestyles (HL 1/2)	(ES 1/2)
			1. Recognise and	1. To know that	•	
	I. To	1. Know the	celebrate some	humans	1. To know about	1. To be able to
	understand	rames of a	of their	produce babies	the range of	talk about my
	that	basic range of	strengths,	that grow into	things that	identity both
	teasing,	feelings and the	emotions, gifts	children and	help to keep	in real life
	unkindness	strength of	and talents.	then into	them healthy.	and online.
	and falling	their feeling.	2. To identify and	adults.	2. Understand	2. To know what
	out might	2. Know what	develop a new	2. Understand	why healthy	information I
	happen in	might prompt	skill.	that babies	eating is	can use to
V	friendships.	different	3. To understand	grow inside a	beneficial and	create a safe
Year	2. To begin to	feelings in	and practise	female body	how it	online profile.
1/2	describe	themselves and	fo allika emoa	until they are	supports	3. To be able to
	bullying	others and	a good	ready to be	physical	design their
Cycle	and	understand that	communicator,	born.	activity.	own online
A	recognise	their emotions	including	3. Consider the	3. Understand the	space.
	examples	and actions	listening skills,	ways they	different	4. To be able to
	of	have an effect	turn taking	have changed	between being	recognise
	physical,	on themselves	and	physically	active and	when
	verbal and	and others.	explaining.	since they	sedentary,	something
	some	3. To understand	4. Know and	were born.	simple benefits	they see or
	indirect	the difference	practise	4. Consider their	of regular	hear online
	forms of	between	effective group	responsibilities	exercise and	makes them
	bullying.	impulsive	work skills,	now and	how their	feel
	3. To	behaviour and	including	compare these	bodies feels	uncomfortable.
	understand	that which is	discussion,	with when	when they	5. To know what
	that	thought	regotiation,	they were	exercise.	to do when
	bullying	through, and	compromise	younger.	4. To recognise	something
	may	what both			how foods fit	they see or

happen	might feel and	and co-	5. Understand	within the	hear online
when	look like.	operation.	how they	basic food	makes them
people do	4. Talk about	5. To apply	needs of	groups in the	feel
not respect	personal gifts	communication	babies and	Eatwell guide,	uncomfortable.
others who	and talents,	and group	young	and what	6. To understand
may seem	what they are	work akilla in	children are	constitutes a	what they
different.	good at and	real life	met by their	balanced meal.	have learned
4. To	also what they	situation.	families.	5. To know that	and be able to
understand	find more	6. To be able to	6. Understand	everyone	share it with
how people	difficult.	state some	that not all	should eat at	others.
who are	5. Understand that	things they did	families are	least 5	
bullied	they can do	well in a	the same, but	portions of	
may feel.	things to help	group task and	that love and	fruit and	
5. To	change their	some things	care should be	vegetables	
understand	mood and that	they would like	at the heart of	everyday,	
who	this may be	to do better at	all families.	6. To be able to	
someone	helpful.	next time.		make healthy	
who bullies	6. To know what			eating choices	
may feel.	relaxed means			and know how	
6. To develop	and how it			to prepare	
simple	feels.			simple healthy	
strategies	7. To know what			meals.	
for	is possible to				
preventing	affect our				
bulling	behaviour by				
and being	stopping and				
assertive.	thinking about				
7. To	what we are				
understand	doing.				
simple	8. To be able to				
ways to	stand up for				

help	their own		
someone	riahts without		
who is	rights without being hurtful to		
	being hungui to		
being	others.		
bullied.			
8. To identify			
ways that			
ways irui			
the school			
prevents			
bullying.			
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	relationships:	-+:			Healthy & safer	Healthy & safer
		relationships: Family	and communities	sex education (RS3)	lifestyles: Drug	lifestyles: Personal
	Beginning and	and friends	(DC 3/4)		Education (DE 3/4)	Safety (PS 3/4)
	Belonging (BB 3/4)	(FF 3/4)		1. To know		
		1. Recognise the	1. Explore how	scientific	1. To understand	1. To be able to
	1. To contribute	qualities of a	perceived	names for	more about	identify when
	to helping the	good friend on	similarities	male and	different types	my Early
	school feel like	and offline.	and	female sexual	of drugs, how	Warning
	a place where	2. Understand	differences	parts and use	they enter the	Signs are
	everyone can	more about	contribute to	them	body and their	telling me I
	learn safely	healthy	the building of	confidently.	effects.	don't feel safe.
	and happily.	friendships and	a sense of	2. Understand	2. To develop	2. To be able to
	2. To contribute	how trust plays	identity.	times to talk	understanding	name who is
Year	to approaches	and essential	2. To know that	about private	about essential	on my network
3	and activities	part.	families are	body parts,	use of	of support
	for building	3. Reflect on the	made up of a	how they	medicines and	and know how
Cycle	collaborative	effectiveness of	variety of	change and	people who use	I can ask for
A	relationships	their skills for	ways.	identify	and administer	help.
, ,	within their	choosing,	3. Understand	trustworthy	them.	3. To be able to
	class.	making and	about the	and	3. Understand the	identify the
	3. To recognise	developing	breadth of	approachable	basic	fo troa
	the emotions	friendships.	cultures,	adults.	principles of	physical
	involved in	4. Develop more	traditions and	3. To value their	immunisation	contact I feel
	being in a new	strategies for	beliefs of	own body and	and consider	comfortable
	situation and	managing	people in their	recognise its	personal	with.
	learn coping	friendship	locality.	uniqueness	experience.	4. To be able to
	strategies.	challenges,	4. Understand	4. Understand the	4. To know basic	decide if secret
	4. To know how	repairing	importance of	benefits of	safety rules	if safe or
	to help new	friendships and	valuing	carrying out	for medicines,	unsafe.
	people feel	supporting	difference and	regular	including rules	5. To know what
	welcome in the	others.	diversity.	personal	for storage at	I could do if

class and in	5. Empathise with	5. Understand	hygiene	home and at	I feel worried
the school.	another person	what	routines.	school and be	about a
5. To learn	in a	stereotypes are,	5. Consider who	able to follow	friendship or
strategies to	disagreement	their negative	is responsible	these rules.	family
help if they are	and to use this	effects and	for their	5. Develop	relationship?
in a new	in resolving	ways to	personal	attitudes and	6. To be able to
situation or	conflict.	challenge them.	hygiene now,	beliefs about	suggest some
learning	6. Develop	6. To be able to	and how will	two legal,	ways in
something new.	concepts of	describe some	this change in	recreational	which I can
6. To identify	consent and	groups and	the future.	drugs (nicotine	keep safe
different people	personal	communities	6. Understand a	and alcohol)	online?
in their support	boundaries.	around them	range of ways	and people	
networks and	7. Understand that	and the	illness and	who might use	
how to ask	healthy	benefits of	disease e.g	of miscue them	
them for help.	families protect	being part of	colds,	and why,	
7. To know when	and care for	these.	chickenpox,	6. To understand	
they might	each other in		head lice	and practise	
need help, how	difficult times.		might be	how to act if	
to ask for it	8. Identify people,		spread and	harmful items	
and to have	other than		how they are	or unknown	
some ideas	family members		able to reduce	substances are	
about how to	who are special		this.	found.	
help other	to them now			0	
people in	and to				
different	recognise how				
situations.	they affect and				
8. To understand	support each				
what they	other.				
have learned					
in this unit					
25. 6.25. 6.55. 25.6					

and be able to			
share it.			
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	Myself and my	Myself and my	Citizenship: working	Relationships and	Healthy & safer	E-safety: Me and
	relationships: Anti-	relationships: my	together (WT 3/4)	sex education (RS4)	lifestyles: Healthy	My online identity
	Bully (AB 3/4)	emotions (ME 3/4)	, ,	` '	lifestyles (HL 3/4)	(ES 3/4)
		` .	1. Recognise own	1. Understand the		, ,
	1. To understand	1. To recognise	worth and	main stages	1. Understand	1. To understand
	that	and	identify	of the human	how physical	there are
	difficulties	communicate	positive things	life cycle:	activity and	things they
	that some	an increasing	about	birth, baby,	nutrition	can do to keep
	friends have	range of	themselves and	child,	affects their	themselves as
	may or may	emotions, both	others.	adolescent,	physical and	safe as
	not be	comfortable	2. Understand	adult, middle	mental health.	possible.
	bullying.	and	and practise	age, old age,	2. Recognise	2. To know about
V	2. Understand the	uncomfortable.	fo allika emoa	death.	ways in which	and be able to
Year	characteristics	2. To understand	a good	2. Understand	stamina,	describe and
4	of different	some ways	communicator,	that babies	strength and	review their
	types of	emotions may	including	begin when a	flexibility can	current online
Cycle	bullying.	affect our	effective	male seed and	be improved	activity.
В	3. Understand	interactions	confident	female egg	through daily	3. To know how
	that the	and to show	expression of	join together.	physical	to access help
	feelings	care towards	opinions and	3. Investigate	activity.	when
	associated	others and their	questioning	perceptions of	3. Understand the	something
	with bullying	emotions.	skills.	being	importance of	they see or
	might last a	3. To be able to	3. Understand	physically,	consuming a	hear online
	long time.	identify their	and develop	emotionally	variety and	makes them
	4. To develop	worries and	effective group	and socially	balance of	feel
	strategies for	decide what	work skills,	grown up.	foods and	uncomfortable.
	preventing	they might do	including	4. Consider their	drinks.	4. To know,
	bulling and	about them and	problem	responsibilities	4. To be able to	explore and
	responding	how to get	solving and	and how these	plan and help	understand the
	assertively in	support when	decision	have changed	prepare simple	SMART rules
		they need it.	making.	and how they	healthy meals.	

different contexts.	4. To recognise some of the	4. Apply communication	will change in the future.	5. To know why good dental	for keeping safe online.
5. To understand	strengths and	and group	5. Consider the	hygiene is	5. To apply their
a range of	personal	work skills in a	wider	important and	understanding
ways to	qualities of	real life	responsibilities	how it	of the SMART
support	themselves and	situation.	that families	contributes to	rules to their
someone who	others.	5. To be able to	have for the	a healthy	own online
is being	5. Understand that	persevere at a	physical and	lifestyle.	presence.
bullies.	how we feel	task even when	emotional	6. To know how	6. To be able to
6. To understand	can affect how	faced with	wellbeing of	much sleep	communicate
what	we tackle	difficulties.	babies and	children of	rules and
bystanders can	things and	6. To be able to	children.	their age tend	strategies for
do to improve	whether or not	evaluate a	6. Understand	to need and to	keeping safe
a bullying	we find them	group task,	what they	recognise the	online to
situation.	difficult.	including their	have learned	consequences	others.
7. To understand	6. Understand	own and	and be able to	of not having	
the procedures	what is meant	others	share it with	enough sleep.	
in school to	by over-	contribution,	others.		
prevent bulling	reacting and to	the overall			
and support	be able to show	process and			
those involved.	myself and	final results.			
8. To identify	others				
ways of	understanding.				
helping the	7. Know some				
school to feel a	strategies to				
safe place	move from an				
where bulling	uncomfortable				
is less likely to	state to a more				
happen.	positive one.				
	8. Know what it				
	means to be				

	assertive and		
	to be able to get		
	to be able to act assertively.		
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	Myself and my	Myself and my	Citizenship: Diversity	Relationships and	Healthy & safer	Healthy & safer
	relationships:	relationships: Family	and communities	sex education (RS5)	lifestyles: Drug	lifestyles: Personal
	Beginning and	and friends (FF 5/6)	(DC 5/6)		Education (DE 5/6)	Safety (PS 5/6)
	Belonging (BB 5/6)	, ,	,	1. Identify male	` ,	
		1. Explain the	1. Explore	and female	1. To know about	1. To be able to
	1. To develop	characteristics	elements that	sexual parts	different	recognise and
	ideas to help	of healthy	make up	confidently	categories of	report feelings
	school to feel a	friendships on	people's	and describe	drugs	of being
	safer, happier	and offline and	identities and	their	including	unsafe or
	place and	identify	how others'	functions.	medicines,	feeling bad
	develop an	elements which	perceptions can	2. To know	legal	about any
	awareness of	may be healthy	influence	terminology	recreational	adult.
V	how my own	or unhealthy.	identity.	for sexual	and illegal.	2. To be able to
Year	actions may	2. Explore the	2. Explore how	parts	2. Understand the	recognise who
5	impact upon	concepts of	perceptions of	appropriate	role of	to trust and
	the feelings of	trust and	gender	for use in	immunisations	who not to
Cycle	others.	loyalty in	amongst peers	different	and	trust.
A	2. To develop	changing	and the media	situations.	implications	3. To be able to
	strategies for	relationships	affect identity,	3. To know and	for health.	judge whether
	building	on and offline.	emotions,	understand	3. Understand	what they are
	collaborative	3. Explore skills	friendships,	about the	attitudes	feeling and
	relationships	for choosing,	behaviour and	physical	relating to	how they are
	within the	making and	choices.	changes that	alcohol, its	behaving is
	class and	developing new	3. Understand	take place at	effects and	appropriate
	school.	friendships	why people	puberty and	associated	and
	3. To recognise	including	woda bluoda	how to	risks and	proportionate.
	the emotions	online only	respect for	manage them.	consequences.	4. To know that
	people might	friendships.	those with	4. Understand	4. Understand	each person's
	feel in a new	4. Recognise some	different	that physical	attitudes	body belongs
	situation and	of the pressures	lifestyles,	changes affect	relating to	to them, and
		on friendships	beliefs and	people in a	tobacco, its	the differences

how to support	and family	traditions and	variety of	effects and	between
them.	relationships	explore ways	ways and at	associated	appropriate
4. To know how	and to develop	to demonstrate	different rates.	risks and	and
to help new	strategies to	respect.	5. Understand	consequences.	inappropriate
people feel	manage them.	4. Recognise	how the	5. To begin to	or unsafe,
welcome, in a	5. Understand how	different local	media,	learn about the	and other,
range of	communication,	and wider	families and	law relating to	contact.
aituations in	empathy and	communities	friends can	the use and	5. To report
and out of	compromise all	they belong to	influence	misuse of legal	concerns or
school.	contribute to	and explore the	attitudes to	and illegal	abuse, and the
5. To develop	resolving	contribution	their bodies.	drugs.	vocabulary
their own	conflict,	that belonging	6. To know about	6. To begin to	and
strategies for	6. Understand	makes to	aspects of	distinguish	confidence
coping with	when people	wellbeing and	personal	between fact	needed to do
emotions and	should give	happiness.	hygiene	and opinion in	SO.
developing	and get consent	5. To know about	relevant to	relation to	6. To know the
resilience in	in both on and	the role of the	puberty and	drugs and to	rules and
new situations.	offline	media	the	know where to	principles for
6. To be able to	situations.	nationally and	implications	check	keeping safe
identify a	7. Understand that	understand	of these.	information	online, how to
range of	healthy	how it can		and advice.	recognise
sources of	families are	affect them			risks, harmful
support and	committed to	and their			content and
know how to	supporting each	community.			contact, and
seek help.	other as the	6. Understand			how to report
7. To be able to	needs of the	some ways of			them.
ask for help	members	caring for the			
and support	change.	wider			
for others,	8. Identify people	environment			
report concerns	in their network,	and the			
and keep trying	on and offline,				

until they are	to explore how	contribution		
heard.	these	they can make.		
		iney can make.		
8. To understand	relationships			
what they	have changed			
have learned	and how people			
in this unit	support each			
and be able to	other.			
	Dute.			
share it.				

	Myself and my	Myself and my	Citizenship: working	Relationships and	Healthy & safer	E-safety: Me and
	relationships: Anti-	relationships: my	together (WT 5/6)	sex education (RS6)	lifestyles: Healthy	My online identity
	Bىللى (AB 3/4)	emotions (ME 5/6)		,	lifestyles (HL 5/6)	໌ (ES 5/6)
	, ,	, ,	1. Recognise own	1. To know about		, ,
	1. To correctly	I. To	strengths and	different ways	1. To be aware of	1. To understand
	distinguish	communicate	skills and	babies are	and to be able	the need to be
	between	effectively a	understand	conceived and	to identify a	careful about
	friendship	wide range of	how they are	born,	range of	how they
	difficulties	emotions,	perceived by	including	factors which	present
	and bullying.	including	others.	sexual	contribute to	themselves
	2. Define the key	mixed	2. Be aware of	reproduction	their physical	online.
	characteristics	emotions.	how their	and sexual	and mental	2. To know the
Year	of verbal,	2. Recognise	atrengths	intercourse.	health.	information
	physical,	emotions in	maybe useful	2. To be able to	2. To understand	which should
6	indirect and	others and	in a range of	recognise their	that a variety	and should
Cuala	cyber forms of	consider their	different	changing	is needed for a	not be shared
Cycle	bullying.	responses.	careers in the	emotions with	healthy diet	online.
В	3. To explore	3. To judge how	future.	friends and	because	3. To know how
	whether	appropriate and	3. Understand	family and be	different foods	to safeguard
	different	proportionate	and practise	able to	contain	their online
	groups of	their own	fo allika emoa	express their	different	information.
	people might	reactions might	a good	feelings and	substances	4. To be able to
	perpetrate/or	be when	communicator,	concerns	and to know	review and
	encounter some	overwhelmed.	including	positively.	that the	improve their
	forms of	4. Describe how	effective	3. Understand	Eatwell guide	online profiles.
	bullying more	mental	listening skills,	that they have	represents this	5. To know the
	than others.	wellbeing is a	debating,	some	balances diet.	differences
	4. To understand	part of daily	explaining their views	responsibility	3. To be able to	between
	cyberbullying,	life for	their views	for the	plan, prepare	information
	how to take	everyone.	and	feelings and	and cook	which can be
	positive action					shared and

and how to ask for help. 5. To understand the feelings of those who are builties, epreparators. 4. Understand the feelings of those who are builties, epreparators. 4. Understand the stable, caring promoting promoting relationships to describe what influence how this might completed by someone's completed and debating. 6. To understand the what might influenced on stop huiltign and selection or stop huilting ascertively in different online what made and offline and offline 8. Know when they might even involved. 7. To understand the builting is to a health of these involved. 7. To understand the peer influence in builting is stuations and influence and to the responsibility for their own lifestyle extracted in builting is stuations and influence in builting is situations and influence in builting is situations and influence in builting is situations and influence in builting is interested and to be a common this is. 4. Understand the which should be a activity for stable, and sworress of that there shower and wort stills, should be a activity for the wort stable, caring promoting avarances and stable, caring promoting and effect their making. 6. To know what to estable, caring promoting and election making. 6. To be able to off influence of and respect of and respect of and respect of family aroutines make to a respect of family for their own lifestyle and to reflect on and take responsibility for their own lifestyle and to reflect on and take responsibility.	to prevent it	5. What is meant	acknowledging	wellbeing of	simple healthy	personal
ask for help. 5. To understand the feelings of those who are bulles, expertentions. If the feelings of those who are bulles, expertentions. If the feelings of those who are bulles, expertentions. If the feelings of those who are bulles, expertentions. If the feelings of those who are bulles, expertentions. If the feelings of those who are bulles, expertentions, it is the feelings of the feeling	l l		0 0	5 0	ı	
5. To understand the feelings of those who are what is meant by someone's identity and bustanders and how this might affect their mental wellbeing and behaviour. 6. To understand those self-errors to have self-errors to how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. 7. To understand the feeling and the feeling and assertively in different online contexts to the benefit of those involved. 7. To understand thow to do this. And develop effective group that there should be a activity for activity for activity for more stable. caring promoting sees something online which makes them ensure children are children are children are capaging in it. feel in our influenced on their decision makes them essencely games are age games are age including the making. 5. Recognize cared for securely games are age age including the reasons people including the making. 6. To understand how to have self-media. 6. To be able to persever and myst help to boost this. 8. Know when they might need they might need they might peer influence in builling subustions and the rote of the peer influence in builling subustions and		O				U
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perpetrators. followers and what might buystanders and how this might affect their mertal behaviour. 7. Understand how to prevent respect and to respect what might help to builting assertively in different online and offline and offline and offline and offline and offline and offline and opproach and the rote of the per influence in builting airling and offline and opproach and the rote of the per influence in builting airling as their object on their own to do this. 1. Identity and what might making, and to family to risks of not makes them had abating, and debating, and debating, and debating, and debating, and debating, and the rote of the per influence in builting as the rote of the per influence in builting as situations and of the rote of the per influence in builting as ituations and the rote of the per influence in builting as ituations and the rote of the per influence in builting as ituations and the rote of the per influence in builting as ituations and the rote of the per influence in builting as ituations and to reflect on the risks of not makes them in a family to risks of not makes them the debating, and the risks of not makes them the engaging in it. 1. In a family to risks of not makes them the abating, and the reacons people and the reacons people and to have securely, and and the reacons people and to have securely, and to know how to make and prostation and the reacons people and persence and and prostand and pe					<i>D</i> 0	u D
followers and bystanders and how this might affect their affect their mental wellbeing and behaviour. 6. To understand how to prevent or stop bullying assertively in different online contoxids to the benefit of those involved. 7. To understand the making. and offline contoxids to the benefit of those involved. 7. To understand the who to do this. approach and the rote of the pair their decision and take responsibility for their own lifestyle and the rote of the pair own lifestyle actualing a situations and take responsibility for their own lifestyle achoices.		U	U	U	1 0	U
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bullying assertively in assertively in different online and offline and offline contexts to the benefit of those involved. 7. To understand the role of the peer influence in bulling situations and	how to prevent	respect and to	media.	marriage, civil	choices.	
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benefit of those involved. 7. To understand approach and take the role of the how to do this. peer influence in bulling situations and the support, who they might to reflect on and take responsibility for their own lifestyle and they might to reflect on and take responsibility for their own lifestyle actuations and they might to reflect on and take responsibility for their own lifestyle actuations and they might to reflect on and take responsibility for their own lifestyle actuations and they might to reflect on and take responsibility for their own lifestyle actually ac	and offline	8. Know when	achieving a	of family	routines make	
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in bulling lifestyle situations and choices.	Ü				1 0	
situations and choices.	ı				U	
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bystanders can			
become			
defenders or			
colluders.			
8. To identify			
ways pupils,			
teachers and			
parents can			
work together			
to reduce			
bullying in			
school and the			
wider			
community.			