

PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Myself and my relationship: Beginning and Belonging (BB F)</p> <ol style="list-style-type: none"> To understand what is special about me and other people in my class. To understand what I have learnt to do and recognise what I would like to do next. To know who and how to ask for help if they need it. To understand ways of welcoming new children to the class. 	<p>Myself and my relationships: Family and friends. (FF F)</p> <ol style="list-style-type: none"> Who is special to me and what makes them special? Who is in my family and how my family care for one another? What is a friend and what a good friend might do. To know some ways to make new friends. How to respect my own needs and how to show respect to 	<p>Citizenship: Identify and Diversity (ID F)</p> <ol style="list-style-type: none"> To name and describe themselves and people in their class and notice how they are similar and different. Name and describe their family and show interest in other people's families. Name and describe things which are important to them and their family. 	<p>Healthy and safer lifestyles: My body and growing up (BG F)</p> <ol style="list-style-type: none"> Describe own appearance and name external body parts. Understand ways in which their body has changed since they were a baby. Recognise similarities and differences between the bodies of boys and girls. 	<p>Healthy & safer lifestyles: Healthy lifestyles (HL F)</p> <ol style="list-style-type: none"> Understand what their bodies need to stay healthy. To be able to name and talk about foods they like and dislike. Understand why different foods and drink are important for their bodies. Understand what exercise is and why it is good for them. 	<p>Healthy & safer lifestyles: Keeping safe (KS F)</p> <ol style="list-style-type: none"> To be able to recognise the clues my body gives me when I am feeling unsafe or unsure. To be able to identify trusted adults who I could talk to and ask for help. To develop a strategy to keep safer if I am lost. To be able to understand basic road safety skills.

	<p>5. To understand ways of respecting the needs of other children in the class.</p> <p>6. To begin to understand how to play and work alongside others at school.</p> <p>7. To know how to show I am listening to an adult.</p> <p>8. To be able to follow simple instructions.</p>	<p>the needs of others.</p> <p>6. To know some simple strategies to use to make up with friends after falling out.</p> <p>7. To know what my actions can affect others.</p> <p>8. Recognise some forms of unkind behaviour and know what to do if someone is unkind to me.</p>	<p>4. Recognise similarities and differences between classmates' everyday activities at home.</p> <p>5. Show interest in and equally value a range of people and the variety of ways they live their lives.</p> <p>6. Understand different ways that people and families celebrate their beliefs.</p>	<p>4. Understand ways of looking after their body and keeping it clean.</p> <p>5. Ways in which they can take responsibility for keeping themselves clean and recognise situations where they still need to be supported by others.</p> <p>6. To understand how members of their family and other trusted people care for and look after them.</p>	<p>5. Understand the importance of sleep for their bodies.</p> <p>6. To be able to name some choices they can make which contribute to healthy living.</p>	<p>5. To be able to identify safe and unsafe touch.</p> <p>6. To understand what medicines are and why some people need medicines.</p>
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Year
1/2
Cycle
B

	<p>Myself and my relationships: Beginning and Belonging (BB 1/2)</p> <ol style="list-style-type: none"> 1. To participate in discussions about how to help the classroom to feel like a place where they can learn safely and happily. 2. To participate in activities that enable them to develop relationships in class. 3. To recognise what it may feel like to start something new. 4. To have some ideas about how to help new people feel welcome in the class. 	<p>Myself and my relationships: Family and friends. (FF 1/2)</p> <ol style="list-style-type: none"> 1. Describe what a good friend is and how it feels to be friends. 2. Understand why telling the truth is important, especially between friends. 3. Develop strategies for choosing, making and developing friendships. 4. Explore some ways friendships might be challenging and how we might feel. 5. Explore positive ways to peacefully 	<p>Citizenship: Diversity and communities (DC 1/2)</p> <ol style="list-style-type: none"> 1. Understand what builds their sense of identity through exploring similarities and differences. 2. Express families structure, traditions, culture and beliefs and recognise that other families are different. 3. Understand what my community means and the benefits of belonging to community groups. 	<p>Relationships and sex education (RS1)</p> <ol style="list-style-type: none"> 1. Recognise the main external parts of the bodies of humans, including names for sexual parts. 2. Describe what their bodies can do. 3. Understand that they have responsibility for their body's actions and that their body belongs to them. 4. To know how to keep themselves clean. 5. To understand the importance of basic hygiene practices, e.g 	<p>Healthy & safer lifestyles: Drug Education (DE 1/2)</p> <ol style="list-style-type: none"> 1. To know basic information about how substances enter the body and their effects. 2. Develop and understand of and attitudes towards medicines- how they can be helpful and their possible risks. 3. Understand reasons why many people have injections, including childhood immunisations. 4. Recognise that there are ways to feel good 	<p>Healthy & safer lifestyles: Personal Safety (PS 1/2)</p> <ol style="list-style-type: none"> 1. To be able to identify different feelings and tell others how I feel. 2. To know who I could talk with if I have a worry or need to ask for help. 3. To be able to identify private body parts. 4. To be able to know that my body belongs to me and to be able to say 'no' to unwanted touch. 5. To know what I could do if
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	<p>5. To learn simple strategies to help in new situations.</p> <p>6. To be able to identify adults who can help them if they need support.</p> <p>7. To know how to ask for help, and to have some ideas about how they can help each other.</p> <p>8. To understand what they have learned in this unit and be able to share it.</p>	<p>solve friendship problems.</p> <p>6. Explore concepts of personal space and boundaries and how to express their wishes assertively.</p> <p>7. Understand why families are important to children as they grow up and how people in families care for each other.</p> <p>8. Identify special people outside their family, consider why they are special and how they offer support.</p>	<p>4. Understand the role of media in their local community.</p> <p>5. Know how to care of animals and plants in their own environment.</p> <p>6. Know how they can help look after the school environment.</p>	<p>washing hands, using a tissue and how these prevent the spread of disease.</p> <p>6. Understand what they have learned and be able to share it with others.</p>	<p>and better without taking medicines.</p> <p>5. Understand that all drugs and many household substances can be harmful if they are used incorrectly.</p> <p>6. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'</p>	<p>I feel worried about a secret.</p> <p>6. To know what I could do if something worries or upsets me when I am online.</p>
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Year
1/2
Cycle
A

	<p>Myself and my relationships: Anti-Bully (AB 1/2)</p> <ol style="list-style-type: none"> 1. To understand that teasing, unkindness and falling out might happen in friendships. 2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. 3. To understand that bullying may 	<p>Myself and my relationships: my emotions (ME 1/2)</p> <ol style="list-style-type: none"> 1. Know the names of a basic range of feelings and the strength of their feeling. 2. Know what might prompt different feelings in themselves and others and understand that their emotions and actions have an effect on themselves and others. 3. To understand the difference between impulsive behaviour and that which is thought through, and what both 	<p>Citizenship: working together (WT 1/2)</p> <ol style="list-style-type: none"> 1. Recognise and celebrate some of their strengths, emotions, gifts and talents. 2. To identify and develop a new skill. 3. To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. 4. Know and practise effective group work skills, including discussion, negotiation, compromise 	<p>Relationships and Sex education (RS2)</p> <ol style="list-style-type: none"> 1. To know that humans produce babies that grow into children and then into adults. 2. Understand that babies grow inside a female body until they are ready to be born. 3. Consider the ways they have changed physically since they were born. 4. Consider their responsibilities now and compare these with when they were younger. 	<p>Healthy & safer lifestyles: Healthy lifestyles (HL 1/2)</p> <ol style="list-style-type: none"> 1. To know about the range of things that help to keep them healthy. 2. Understand why healthy eating is beneficial and how it supports physical activity. 3. Understand the different between being active and sedentary, simple benefits of regular exercise and how their bodies feels when they exercise. 4. To recognise how foods fit 	<p>E-safety: Me and My online identity (ES 1/2)</p> <ol style="list-style-type: none"> 1. To be able to talk about my identity both in real life and online. 2. To know what information I can use to create a safe online profile. 3. To be able to design their own online space. 4. To be able to recognise when something they see or hear online makes them feel uncomfortable. 5. To know what to do when something they see or
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	<p>happen when people do not respect others who may seem different.</p> <ol style="list-style-type: none"> 4. To understand how people who are bullied may feel. 5. To understand who someone who bullies may feel. 6. To develop simple strategies for preventing bullying and being assertive. 7. To understand simple ways to 	<p>might feel and look like.</p> <ol style="list-style-type: none"> 4. Talk about personal gifts and talents, what they are good at and also what they find more difficult. 5. Understand that they can do things to help change their mood and that this may be helpful. 6. To know what relaxed means and how it feels. 7. To know what is possible to affect our behaviour by stopping and thinking about what we are doing. 8. To be able to stand up for 	<p>and co-operation.</p> <ol style="list-style-type: none"> 5. To apply communication and group work skills in real life situation. 6. To be able to state some things they did well in a group task and some things they would like to do better at next time. 	<ol style="list-style-type: none"> 5. Understand how they needs of babies and young children are met by their families. 6. Understand that not all families are the same, but that love and care should be at the heart of all families. 	<p>within the basic food groups in the Eatwell guide, and what constitutes a balanced meal.</p> <ol style="list-style-type: none"> 5. To know that everyone should eat at least 5 portions of fruit and vegetables everyday, 6. To be able to make healthy eating choices and know how to prepare simple healthy meals. 	<p>hear online makes them feel uncomfortable.</p> <ol style="list-style-type: none"> 6. To understand what they have learned and be able to share it with others.
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help
someone
who is
being
bullied.

8. To identify
ways that
the school
prevents
bullying.

their own
rights without
being hurtful to
others.

<p style="text-align: center;">Year 3 Cycle A</p>	<p>Myself and my relationships: Beginning and Belonging (BB 3/4)</p> <ol style="list-style-type: none"> 1. To contribute to helping the school feel like a place where everyone can learn safely and happily. 2. To contribute to approaches and activities for building collaborative relationships within their class. 3. To recognise the emotions involved in being in a new situation and learn coping strategies. 4. To know how to help new people feel welcome in the 	<p>Myself and my relationships: Family and friends (FF 3/4)</p> <ol style="list-style-type: none"> 1. Recognise the qualities of a good friend on and offline. 2. Understand more about healthy friendships and how trust plays an essential part. 3. Reflect on the effectiveness of their skills for choosing, making and developing friendships. 4. Develop more strategies for managing friendship challenges, repairing friendships and supporting others. 	<p>Citizenship: Diversity and communities (DC 3/4)</p> <ol style="list-style-type: none"> 1. Explore how perceived similarities and differences contribute to the building of a sense of identity. 2. To know that families are made up of a variety of ways. 3. Understand about the breadth of cultures, traditions and beliefs of people in their locality. 4. Understand importance of valuing difference and diversity. 	<p>Relationships and sex education (RS3)</p> <ol style="list-style-type: none"> 1. To know scientific names for male and female sexual parts and use them confidently. 2. Understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. 3. To value their own body and recognise its uniqueness 4. Understand the benefits of carrying out regular personal 	<p>Healthy & safer lifestyles: Drug Education (DE 3/4)</p> <ol style="list-style-type: none"> 1. To understand more about different types of drugs, how they enter the body and their effects. 2. To develop understanding about essential use of medicines and people who use and administer them. 3. Understand the basic principles of immunisation and consider personal experience. 4. To know basic safety rules for medicines, including rules for storage at 	<p>Healthy & safer lifestyles: Personal Safety (PS 3/4)</p> <ol style="list-style-type: none"> 1. To be able to identify when my Early Warning Signs are telling me I don't feel safe. 2. To be able to name who is on my network of support and know how I can ask for help. 3. To be able to identify the sort of physical contact I feel comfortable with. 4. To be able to decide if secret if safe or unsafe. 5. To know what I could do if
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	<p>class and in the school.</p> <ol style="list-style-type: none"> 5. To learn strategies to help if they are in a new situation or learning something new. 6. To identify different people in their support networks and how to ask them for help. 7. To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations. 8. To understand what they have learned in this unit 	<ol style="list-style-type: none"> 5. Empathise with another person in a disagreement and to use this in resolving conflict. 6. Develop concepts of consent and personal boundaries. 7. Understand that healthy families protect and care for each other in difficult times. 8. Identify people, other than family members who are special to them now and to recognise how they affect and support each other. 	<ol style="list-style-type: none"> 5. Understand what stereotypes are, their negative effects and ways to challenge them. 6. To be able to describe some groups and communities around them and the benefits of being part of these. 	<p>hygiene routines.</p> <ol style="list-style-type: none"> 5. Consider who is responsible for their personal hygiene now, and how will this change in the future. 6. Understand a range of ways illness and disease e.g. colds, chickenpox, head lice might be spread and how they are able to reduce this. 	<p>home and at school and be able to follow these rules.</p> <ol style="list-style-type: none"> 5. Develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use of miscue them and why, 6. To understand and practise how to act if harmful items or unknown substances are found. 	<p>I feel worried about a friendship or family relationship?</p> <ol style="list-style-type: none"> 6. To be able to suggest some ways in which I can keep safe online?
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and be able to
share it.

Year
4
Cycle
B

	<p>Myself and my relationships: Anti-Bully (AB 3/4)</p> <ol style="list-style-type: none"> 1. To understand that difficulties that some friends have may or may not be bullying. 2. Understand the characteristics of different types of bullying. 3. Understand that the feelings associated with bullying might last a long time. 4. To develop strategies for preventing bullying and responding assertively in 	<p>Myself and my relationships: my emotions (ME 3/4)</p> <ol style="list-style-type: none"> 1. To recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. 2. To understand some ways emotions may affect our interactions and to show care towards others and their emotions. 3. To be able to identify their worries and decide what they might do about them and how to get support when they need it. 	<p>Citizenship: working together (WT 3/4)</p> <ol style="list-style-type: none"> 1. Recognise own worth and identify positive things about themselves and others. 2. Understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills. 3. Understand and develop effective group work skills, including problem solving and decision making. 	<p>Relationships and sex education (RS4)</p> <ol style="list-style-type: none"> 1. Understand the main stages of the human life cycle: birth, baby, child, adolescent, adult, middle age, old age, death. 2. Understand that babies begin when a male seed and female egg join together. 3. Investigate perceptions of being physically, emotionally and socially grown up. 4. Consider their responsibilities and how these have changed and how they 	<p>Healthy & safer lifestyles: Healthy lifestyles (HL 3/4)</p> <ol style="list-style-type: none"> 1. Understand how physical activity and nutrition affects their physical and mental health. 2. Recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. 3. Understand the importance of consuming a variety and balance of foods and drinks. 4. To be able to plan and help prepare simple healthy meals. 	<p>E-safety: Me and My online identity (ES 3/4)</p> <ol style="list-style-type: none"> 1. To understand there are things they can do to keep themselves as safe as possible. 2. To know about and be able to describe and review their current online activity. 3. To know how to access help when something they see or hear online makes them feel uncomfortable. 4. To know, explore and understand the SMART rules
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	<p>different contexts.</p> <ol style="list-style-type: none"> 5. To understand a range of ways to support someone who is being bullied. 6. To understand what bystanders can do to improve a bullying situation. 7. To understand the procedures in school to prevent bullying and support those involved. 8. To identify ways of helping the school to feel a safe place where bullying is less likely to happen. 	<ol style="list-style-type: none"> 4. To recognise some of the strengths and personal qualities of themselves and others. 5. Understand that how we feel can affect how we tackle things and whether or not we find them difficult. 6. Understand what is meant by over-reacting and to be able to show myself and others understanding. 7. Know some strategies to move from an uncomfortable state to a more positive one. 8. Know what it means to be 	<ol style="list-style-type: none"> 4. Apply communication and group work skills in a real life situation. 5. To be able to persevere at a task even when faced with difficulties. 6. To be able to evaluate a group task, including their own and others contribution, the overall process and final results. 	<p>will change in the future.</p> <ol style="list-style-type: none"> 5. Consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. 6. Understand what they have learned and be able to share it with others. 	<ol style="list-style-type: none"> 5. To know why good dental hygiene is important and how it contributes to a healthy lifestyle. 6. To know how much sleep children of their age tend to need and to recognise the consequences of not having enough sleep. 	<p>for keeping safe online.</p> <ol style="list-style-type: none"> 5. To apply their understanding of the SMART rules to their own online presence. 6. To be able to communicate rules and strategies for keeping safe online to others.
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assertive and
to be able to act
assertively.

<p style="text-align: center;">Year 5 Cycle A</p>	<p>Myself and my relationships: Beginning and Belonging (BB 5/6)</p> <ol style="list-style-type: none"> 1. To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others. 2. To develop strategies for building collaborative relationships within the class and school. 3. To recognise the emotions people might feel in a new situation and 	<p>Myself and my relationships: Family and friends (FF 5/6)</p> <ol style="list-style-type: none"> 1. Explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy. 2. Explore the concepts of trust and loyalty in changing relationships on and offline. 3. Explore skills for choosing, making and developing new friendships including online only friendships. 4. Recognise some of the pressures on friendships 	<p>Citizenship: Diversity and communities (DC 5/6)</p> <ol style="list-style-type: none"> 1. Explore elements that make up people's identities and how others' perceptions can influence identity. 2. Explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. 3. Understand why people should show respect for those with different lifestyles, beliefs and 	<p>Relationships and sex education (RS5)</p> <ol style="list-style-type: none"> 1. Identify male and female sexual parts confidently and describe their functions. 2. To know terminology for sexual parts appropriate for use in different situations. 3. To know and understand about the physical changes that take place at puberty and how to manage them. 4. Understand that physical changes affect people in a 	<p>Healthy & safer lifestyles: Drug Education (DE 5/6)</p> <ol style="list-style-type: none"> 1. To know about different categories of drugs including medicines, legal recreational and illegal. 2. Understand the role of immunisations and implications for health. 3. Understand attitudes relating to alcohol, its effects and associated risks and consequences. 4. Understand attitudes relating to tobacco, its 	<p>Healthy & safer lifestyles: Personal Safety (PS 5/6)</p> <ol style="list-style-type: none"> 1. To be able to recognise and report feelings of being unsafe or feeling bad about any adult. 2. To be able to recognise who to trust and who not to trust. 3. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 4. To know that each person's body belongs to them, and the differences
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	<p>how to support them.</p> <ol style="list-style-type: none"> 4. To know how to help new people feel welcome, in a range of situations in and out of school. 5. To develop their own strategies for coping with emotions and developing resilience in new situations. 6. To be able to identify a range of sources of support and know how to seek help. 7. To be able to ask for help and support for others, report concerns and keep trying 	<p>and family relationships and to develop strategies to manage them.</p> <ol style="list-style-type: none"> 5. Understand how communication, empathy and compromise all contribute to resolving conflict, 6. Understand when people should give and get consent in both on and offline situations. 7. Understand that healthy families are committed to supporting each other as the needs of the members change. 8. Identify people in their network, on and offline, 	<p>traditions and explore ways to demonstrate respect.</p> <ol style="list-style-type: none"> 4. Recognise different local and wider communities they belong to and explore the contribution that belonging makes to wellbeing and happiness. 5. To know about the role of the media nationally and understand how it can affect them and their community. 6. Understand some ways of caring for the wider environment and the 	<p>variety of ways and at different rates.</p> <ol style="list-style-type: none"> 5. Understand how the media, families and friends can influence attitudes to their bodies. 6. To know about aspects of personal hygiene relevant to puberty and the implications of these. 	<p>effects and associated risks and consequences.</p> <ol style="list-style-type: none"> 5. To begin to learn about the law relating to the use and misuse of legal and illegal drugs. 6. To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice. 	<p>between appropriate and inappropriate or unsafe, and other, contact.</p> <ol style="list-style-type: none"> 5. To report concerns or abuse, and the vocabulary and confidence needed to do so. 6. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
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	<p>until they are heard.</p> <p>8. To understand what they have learned in this unit and be able to share it.</p>	<p>to explore how these relationships have changed and how people support each other.</p>	<p>contribution they can make.</p>			
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Year
6
Cycle
B

	<p>Myself and my relationships: Anti-Bully (AB 3/4)</p> <ol style="list-style-type: none"> To correctly distinguish between friendship difficulties and bullying. Define the key characteristics of verbal, physical, indirect and cyber forms of bullying. To explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others. To understand cyberbullying, how to take positive action 	<p>Myself and my relationships: my emotions (ME 5/6)</p> <ol style="list-style-type: none"> To communicate effectively a wide range of emotions, including mixed emotions. Recognise emotions in others and consider their responses. To judge how appropriate and proportionate their own reactions might be when overwhelmed. Describe how mental wellbeing is a part of daily life for everyone. 	<p>Citizenship: working together (WT 5/6)</p> <ol style="list-style-type: none"> Recognise own strengths and skills and understand how they are perceived by others. Be aware of how their strengths maybe useful in a range of different careers in the future. Understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and 	<p>Relationships and sex education (RS6)</p> <ol style="list-style-type: none"> To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. Understand that they have some responsibility for the feelings and 	<p>Healthy & safer lifestyles: Healthy lifestyles (HL 5/6)</p> <ol style="list-style-type: none"> To be aware of and to be able to identify a range of factors which contribute to their physical and mental health. To understand that a variety is needed for a healthy diet because different foods contain different substances and to know that the Eatwell guide represents this balances diet. To be able to plan, prepare and cook 	<p>E-safety: Me and My online identity (ES 5/6)</p> <ol style="list-style-type: none"> To understand the need to be careful about how they present themselves online. To know the information which should and should not be shared online. To know how to safeguard their online information. To be able to review and improve their online profiles. To know the differences between information which can be shared and
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	<p>to prevent it and how to ask for help.</p> <ol style="list-style-type: none"> To understand the feelings of those who are bullies, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. To understand the role of the peer influence in bullying situations and how 	<ol style="list-style-type: none"> What is meant by mental ill health and how common this is. Understand what is meant by someone's identity and what might influence how confident and comfortable we feel in our identity. Understand how to have self-respect and to be able to describe what might help to boost this. Know when they might need support, who they might approach and how to do this. 	<p>acknowledging others' views.</p> <ol style="list-style-type: none"> Understand and develop effective group work skills, including decision making, chairing and debating. Recognise influenced on their decision making, including the media. To be able to persevere and overcome barriers to achieving a task. 	<p>wellbeing of others.</p> <ol style="list-style-type: none"> To have an awareness that there should be a stable, caring relationships in a family to ensure children are cared for securely. Consider the reasons people enter marriage, civil partnerships. To be aware of and respect a wide range of family arrangements. 	<p>simple healthy meals.</p> <ol style="list-style-type: none"> Understand the benefits of physical activity for promoting health, and the risks of not engaging in it. To know why apps and games are age restricted and to know how to make healthier choices. To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices. 	<p>personal information which should be kept private.</p> <ol style="list-style-type: none"> To know what to do if they see something online which makes them feel uncomfortable.
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	<p>bystanders can become defenders or colluders.</p> <p>8. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community.</p>					
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