PSHE at Perton First School

PSHE Curriculum Intent

At Perton First School, we believe our children's personal development is the foundation for creating successful, happy and thriving learners. We aim to prepare our children for the challenges of growing up in the 21st Century. For this reason, online safety is a crucial part of our PSHE lessons. Through Personal, Social, Health and Economic Education, children are given the opportunity to explore and respond to some of the themes and issues that they will undoubtedly face in our ever-changing, modern world. We aim to equip our children with the knowledge, skills and practise to make informed choices within their varied lives, whilst demonstrating respect and acceptance of others' views and choices.

Implementation

We are proud that we were already teaching PSHE, along with Relationships and Health Education, before its statutory status in September 2020. Children have a weekly PSHE lesson where they listen, discuss, play games and share activities to learn about various themes. These themes are reinforced through assemblies, displays, story times and themed weeks (*for example, our annual Mental Health Awareness Week and Online Safety Week*). Teachers respond on a daily basis to issues within their classes and deliver Circle Times or bespoke PSHE lessons when needed. We believe that effective PSHE is taught with an age-appropriate, sensitive and positive approach, in a safe environment where children feel they can listen and be heard. We follow the ENTRUST PSHE scheme of work to ensure our coverage is in line with the upcoming statutory objectives for each year group.

Half termly, children will focus on:
Me and My School Self Image and identity
Me and My Relationships Online Relationships
Me and My Safety Privacy and Security
Happy and Healthy Me Health, Wellbeing and Lifestyle
Me and Other People Online Bullying
Me and My World Online Reputation

Within the above units, we also link in Online Safety learning strands following the National Online Safety scheme of learning. The themes in **dark blue** above outline which online strand we cover during each pf our half termly PSHE units. We also have an additional two units of online safety: '**Managing Information Online**' and '**Copyright and Ownership'** which are taught through our Computing curriculum.

Impact

We measure the impact of our Relationships and Health Education curriculum through the personal development of each individual child. If children are healthy, have positive relationships and are able to communicate their feelings and needs, we would expect them to be thriving and making good progress in areas of school, but also at home. We communicate with parents regularly and when needed, strive to support children's emotional needs in and out of school. We monitor children's engagement in all areas of school life, during physical activity, in extra curricular clubs, before and after school clubs and of course, on the playground.

I am a... Good Citizen! (PSHE)

Vision and Values

I have happy memories of PSHE.
I enjoy PSHE and sharing my ideas with others.
I feel safe while I share my ideas and give my opinions.
I feel a valued member of my class during our PSHE lessons.
I demonstrate British Values in PSHE.

Head

I know how to be a good citizen in my school, local and global community.
I know the British Values.
I know what a democracy is.
I know that the UK is a diverse society with people of many identities.
I know how to contribute to making and following rules.
I know the difference between right and wrong in many different situations.
I know the rights and responsibilities of myself and others.
I am aware of the financial value of many things.
I know where to seek help if I have concerns.

Hand

I am a good listener.
I respect other people's views, beliefs and opinions, even when they differ from my own.
I can communicate my own views, beliefs and opinions.
I can keep myself safe online and be a good digital citizen.
I can contribute positively to my school, local and global community.

Heart

I am proud to be a good citizen!
I appreciate others differences, beliefs and opinions.
I care about contributing positively to my community.
I want to make a difference to the things I am passionate about.

RHE at Perton First School

As of September 2020, Relationships Education and Health Education became a statutory subject within the Primary Curriculum. Children at Perton First School receive weekly PSHE lessons through our fantastic scheme of work developed by Staffordshire ENTRUST, coupled with units of learning from National Online Safety. These lessons cover the aspects that are required by the new Relationships and Health Education programme of study; therefore, we are well-prepared to deliver age-appropriate, thoughtful and inclusive Relationships and Health Education lessons to our pupils. Please see the Relationships and Health Education and Curriculum Map, below which outlines what our children will be learning in each year group.

Relationships and Health Education Intent

At Perton First School, we believe our children's personal development is the foundation for creating successful, happy and thriving learners. We aim to prepare our children for the challenges of growing up in the 21st Century. For this reason, online safety is a crucial part of our PSHE lessons. Through Personal, Social, Health and Economic Education, children are given the opportunity to explore and respond to some of the themes and issues that they will undoubtedly face in our ever-changing, modern world. We aim to equip our children with the knowledge, skills and practise to make informed choices within their varied lives, whilst demonstrating respect and acceptance of others' views and choices.

Health Education aims to empower children with the knowledge to look after their own physical and emotional health, be that in the online or offline world. It teaches children the importance of healthy, balanced lifestyles and physical activity, as well as giving them the knowledge to support themselves and others too; for example, children learn about common allergies, sun-safety and the importance of hygiene and cleanliness.

Relationships and Health Education ultimately strive to provide children with the knowledge, skills and attitude to thrive as children, adolescents and adults in the online and offline worlds. It supports them to enhance and protect their physical, emotional and mental well-being.

Implementation

We are proud that we were already teaching PSHE, along with Relationships and Health Education, before its statutory status in September 2020. Children have a weekly PSHE lesson where they listen, discuss, play games and share activities to learn about various themes. These themes are reinforced through assemblies, displays, story times and themed weeks (*for example, our annual Mental Health Awareness Week and Online Safety Week*). Teachers respond on a daily basis to issues within their classes and deliver Circle Times or bespoke PSHE lessons when needed. We believe that effective PSHE is taught with an age-appropriate, sensitive and positive approach, in a safe environment where children feel they can listen and be heard. We follow the ENTRUST PSHE scheme of work to ensure our coverage is in line with the statutory objectives for each year group.

Half termly, children will focus on:
Me and My School Self Image and identity
Me and My Relationships Online Relationships
Me and My Safety Privacy and Security
Happy and Healthy Me Health, Wellbeing and Lifestyle
Me and Other People Online Bullying
Me and My World Online Reputation

Within the above units, we also link in Online Safety learning strands following the National Online Safety scheme of learning. The themes in **dark blue** above outline which online strand we cover during each pf our half termly PSHE units. We also have an additional two units of online safety: '**Managing Information Online'** and '**Copyright and Ownership'** which are taught through our Computing curriculum.
f needed, we strive to provide children with additional support to nurture their well-being and with the support of parents, involve them in small group work where positive friendship skills can be practised, developed and praised.

Impact

We measure the impact of our Relationships and Health Education curriculum through the personal development of each individual child. If children are healthy, have positive relationships and are able to communicate their feelings and needs, we would expect them to be thriving and making good progress in areas of school, but also at home. We communicate with parents regularly and when needed, strive to support children's emotional needs in and out of school. We monitor children's engagement in all areas of school life, during physical activity, in extra curricular clubs, before and after school clubs and of course, on the playground.

We hope that the overall impact of effective Health and Relationships Education, helps to create children who can go on to live confident, independent, fulfilling and healthy lives.

NOS CERTIFIED SCHOOL 2022-23

We are a National Online Safety certified school because of whole school approach to online safety!

I am ... happy and healthy!
(Health and Relationships Education)

Vision and Values
I have happy memories of Health and Relationships Education.
I enjoy learning about how to be a good friend in Relationships Education.
I enjoy learning how to keep my body and mind well in Health Education.
I feel safe while sharing my ideas in RHE.
I feel valued in RHE.
I demonstrate British Values in RHE by respecting everyone's views.

Head
I know a wide range of things that can help keep my body healthy.
I understand that my mental health is as important as my physical health.
I know who I can talk to if I am struggling with my mental health or physical health.
I understand that my body and my emotions will change as I grow older.
I understand that I have a right to say 'no'.
I understand and accept that others have a right to say 'no'.
I know that families come in all different structures.
I know and can demonstrate how to be a good friend.
I know the qualities of positive relationships with my family and friends.
I can identify some negative behaviours that may affect relationships between families and friends.
I know what bullying and teasing is and actively strive to resist this.
I know that online bullying is a serious offence and know how to report it.

Hand
I know and can use a range of strategies to support my mental health.
I can make good choices to keep my body healthy and clean.
I can name and describe a wide range of emotions.
I can talk about how I feel, emotionally and physically, using the correct terminology.
I can listen to others and respect their views.
I can solve a simple argument or disagreement.
I can demonstrate how to be a good friend and how to support others.

Heart
I am proud to be a good friend!
I appreciate and accept that other people and their families may be different to mine.
I care about supporting myself and others to be happy and healthy.
I care about being kind, in person and online.
I strive to listen to, respect and include everyone.

Personal, Social and Emotional Development

Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	Seek comfort from familiar adults. Show their own feelings such as sad, happy, cross, worries. Begin to play imaginatively. Use alternative resources in imaginary play e.g. remote control as a telephone or a bowl as a hat. Pull on their own clothes. Search for things that are not in the usual place. Give own name on request. Ask for the toilet. Show initiative. Occupy themselves for short periods. Seek to involve adults in pretend play. Begin to talk to other children when playing.	The staff all have high expectations of the children and from early on they are trusted to use the setting in the right way. To learn, play and explore. The children are given freedom and time to play, socialise, learn from experience and improve their personal, social and emotional skills.

All children come to use with different cultural capital. Some have vast experiences with siblings, wider family and friends. They happily play together, sustaining shared interests and thinking of new ideas and ways to play. Others are only children who rarely spend time with other people. For them, our large and busy environments can be daunting. Some of the children have few boundaries at home, so take longer to learn our boundaries. We support them and give help where it is needed. Our key worker system ensure this.

Staff model how to play, by playing. They talk through conflict resolution and compromise. They role-play how to behave in different situations to support the children in their exploration of playing with others and working together.

We build attachments to the children. We work closely with parents, carers and families to ensure that children feel safe and secure. |
Nursery 1 Little Chicks	Make decisions independently about eating, clothing and playing. Enjoy the company of other children and want to play with them. Start to talk about feelings. Be mostly clean and dry in pants. Begin to learn about sharing. Know that actions and words can hurt other people. Begin to accept the needs of others, take turns and share with some support.	
Nursery 2 Little Owls	Play with one or more other children, building on ideas and collaborating. Find solutions to some conflicts, only asking for help when it is needed. Follow expectations and boundaries without reminders. Know some ways to calm myself down. Talk about my feelings and begin to understand how others might be feeling.	
Reception ELG	**Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	

Nursery

Unit 1
National Online Safety Strand: Self Image and identity

Unit 2
National Online Safety Strand: Online Relationships

Unit 3
National Online Safety Strand: Health, Wellbeing and Lifestyle

Unit 4
National Online Safety Strand: Privacy and Security

Unit 5
National Online Safety Strand: Online Bullying

Unit 6
National Online Safety Strand: Online Reputation

National Online Safety - All Lesson Plans

PSHE/RHE - Units of Work

Early Years	KS1		LKS2	
Reception	Year 1	Year 2	Year 3	Year 4
Unit 1 Me and My School National Online Safety Strand: Self Image and identity	**Unit 1** Me and My School National Online Safety Strand: Self Image and identity	**Unit 1** Me and My School National Online Safety Strand: Self Image and identity	**Unit 1** Me and My School National Online Safety Strand: Self Image and identity	**Unit 1** Me and My School National Online Safety Strand: Self Image and identity
Unit 2 Me and My Relationships National Online Safety Strand: Online Relationships	**Unit 2** Me and My Relationships National Online Safety Strand: Online Relationships	**Unit 2** Me and My Relationships National Online Safety Strand: Online Relationships	**Unit 2** Me and My Relationships National Online Safety Strand: Online Relationships	**Unit 2** Me and My Relationships National Online Safety Strand: Online Relationships
Unit 3 Happy and Healthy Me National Online Safety Strand: Health, Wellbeing and Lifestyle	**Unit 3** Happy and Healthy Me National Online Safety Strand: Health, Wellbeing and Lifestyle	**Unit 3** Happy and Healthy Me National Online Safety Strand: Health, Wellbeing and Lifestyle	**Unit 3** Happy and Healthy Me National Online Safety Strand: Health, Wellbeing and Lifestyle	**Unit 3** Happy and Healthy Me National Online Safety Strand: Health, Wellbeing and Lifestyle
Unit 4 Me and My Safety National Online Safety Strand: Privacy and Security	**Unit 4** Me and My Safety National Online Safety Strand: Privacy and Security	**Unit 4** Me and My Safety National Online Safety Strand: Privacy and Security	**Unit 4** Me and My Safety National Online Safety Strand: Privacy and Security	**Unit 4** Me and My Safety National Online Safety Strand: Privacy and Security
Unit 5 Me and Other People National Online Safety Strand: Online Bullying	**Unit 5** Me and Other People National Online Safety Strand: Online Bullying	**Unit 5** Me and Other People National Online Safety Strand: Online Bullying	**Unit 5** Me and Other People National Online Safety Strand: Online Bullying	**Unit 5** Me and Other People National Online Safety Strand: Online Bullying
Unit 6 Me and My World National Online Safety Strand: Online Reputation	**Unit 6** Me and My World National Online Safety Strand: Online Reputation	**Unit 6** Me and My World National Online Safety Strand: Online Reputation	**Unit 6** Me and My World National Online Safety Strand: Online Reputation	**Unit 6** Me and My World National Online Safety Strand: Online Reputation

Sign in to access: National Online Safety - All Lesson Plans

PSHE/RHE - Units of Work

Early Years

Reception

Sequence of knowledge and skills

	1	2	3	4—Online Safety	5-Online Safety	6-Online Safety
Unit 1 Me and My School **National Online Safety Strand: Self Image and identity**	• To know some school rules	• Use the names of children and adults they meet in school.	• Follow and begin to understand school routines.	• **I can name and recognise uncomfortable, embarrassed, and upset emotions** NOS Lesson 1: NOS Video. What do uncomfortable, embarrassed and upset mean?	• **I can recognise, online or offline, that anyone can say 'no thank you'/ 'please stop'/ 'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset** NOS Lesson 2: What online and offline scenarios can make us feel sad, uncomfortable, embarrassed or upset?	• **I can recognise, online or offline, that anyone can say 'no thank you'/ 'please stop'/ 'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset** NOS Lesson 3: What can we do if someone makes us feel uncomfortable, embarrassed or upset online or offline?
Unit 2 Me and My Relationships **National Online Safety Strand: Online Relationships**	• Explain some qualities of a good friend	• Explain who is in their family	• Recognise that families are different.	• **I can recognise some ways in which the internet can be used to communicate.** NOS Lesson 1: NOS Video. What does 'communicate' mean? Part 1	• **I can give examples of how I (might) use technology with people I know.** NOS Lesson 2: What does 'communicate' mean? Part 2.	• **I can give examples of how I (might) use technology with people I know.** NOS lesson 3: How can we communicate online?
Unit 3 Happy and Healthy Me **National Online Safety Strand: Health, Wellbeing and Lifestyle**	• Know about and practise good hand washing.	• Explain why teeth brushing is important	• Identify the things that make them happy.	• **I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology.** • **I can give some simple examples of these rules** NOS Lesson 1: NOS Video. What are the rules for using technology at home and school?	• **I can apply these rules during my play** NOS Lesson 2: What can happen if we don't follow these rules?	• **I can link feelings to my online experiences** Nos Lesson 3: Technology rules or not?
Unit 4 Me and My Safety **National Online Safety Strand: Privacy and Security**	• Use tools and equipment safely.	• Explain some rules we follow in school to keep us safe..	• Know some ways to stay safe in the sun.	• **I can identify some simple examples of my personal information.** NOS Lesson 1: NOS Video.	• **I can identify some simple examples of my personal information.** NOS Lesson 2: What is your personal information?	• **I can describe who would be trustworthy to share this information with and why.** NOS Lesson 3: Who can you share your personal information with and why?
Unit 5 Me and Other People **National Online Safety Strand: Online Bullying**	• Discuss what makes a good friend and what makes a bad friend.	• Demonstrate friendly behaviour.	• Talk about their likes and dislikes.	• Begin to understand that other people might think differently to us.	• **I can describe ways people can be unkind online.** NOS Lesson 1: NOS Video. How can people be unkind online?	• **I can offer examples of how this can make others feel.** NOS Lesson 2: Being unkind online and offline
Unit 6 Me and My World **National Online Safety Strand: Online Reputation**	• Talk about significant events and special times.	• Begin to understand their own identify and culture.	Be sensitive towards others who have a different culture or identify to their own	• **I can identify ways that I can put information on the internet.** NOS Lesson 1: Nos Video.	• **I can identify ways that I can put information on the internet.** NOS Lesson 2: Technology treasure hunt.	• **I can identify ways that I can put information on the internet.** NOS Lesson 3: Can we connect to the internet with it?

Dream Believe Achieve

PSHE/RHE - Units of Work

KS1

Year 1

Sequence of knowledge and skills

	1	2	3	4 + Online Safety	5—Online Safety	6-Online Safety
Unit 1 Me and My School **National Online Safety Strand: Self Image and identity**	Help to construct and agree to follow class rules.	To listen to and co-operate with other people.	Understand their role and contribution to school life.	Understand the role and importance of School Council.	I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. NOS Lesson 1+2—Feeling sad, uncomfortable, embarrassed or upset. 'Mapping our mood'.	If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help. NOS Lesson 3—My Trusted Adults
Unit 2 Me and My Relationships **National Online Safety Strand: Online Relationships**	Recognise and value similarities and differences between people.	Understand that all families are different but special.	Begin to understand the characteristics of good friendships	Understand the differences between good and bad secrets	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). NOS Lesson 1+2— Asking Permission and Communicating with Technology.	I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. NOS Lesson 3—Being kind and Considerate
Unit 3 Happy and Healthy Me **National Online Safety Strand: Health, Wellbeing and Lifestyle**	To know the correct names for parts of the body.	To know about growing from young to old and how people's needs change.	To recognise some aspects of a healthy lifestyle.	To recognise what they like and dislike and that choices have good or bad consequences.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. NOS Lesson 1+2—Being Healthy with Technology/Technology rules	I can explain rules to keep myself safe when using technology both in and beyond the home. NOS Lesson 3—Following the rules
Unit 4 Me and My Safety **National Online Safety Strand: Privacy and Security**	Understand that household products inc. medicine can be harmful if not used properly	Understand simple rules and ways of keeping safe in everyday life (e.g. car safety, road safety).	Understand simple rules and ways of keeping safe in everyday life (e.g. car safety, road safety).	Know about people who can help to keep them safe.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. NOS Lesson 1: My Private information / Can I share my information?	I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online belonging to myself or others. I can explain that passwords are used to protect information, accounts and devices. Lesson 3—Passwords
Unit 5 Me and Other People **National Online Safety Strand: Online Bullying**	Understand that we all belong to different groups and communities.	Understand that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying	Learn strategies to make sure everyone in a group is valued and included.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. NOS Lesson 1—Ways People Can Be Unkind Online	I can describe how to behave online in ways that do not upset others and can give examples. NOS Lesson 2—How Being Unkind Can Make People Feel	I can describe how to behave online in ways that do not upset others and can give examples. NOS Lesson 3—Kind Behaviour Online
Unit 6 Me and My World **National Online Safety Strand: Online Reputation**	Begin to identify right and wrong and give reasons.	Recognise that living things, inc. animals, have needs and to identify some of these	Identify fair and unfair.	To understand the contribution a range of people make to their school	I can identify ways that I can put information on the internet. I can recognise that information can stay online and could be copied. NOS Lesson 1+2—Sharing information	I can describe what information I should not put online without asking a trusted adult first. NOS Lesson 3—Getting Help

PSHE/RHE - Units of Work

KS1

Year 2

Sequence of knowledge and skills

	1	2	3	4	5—Online Safety	6—Online Safety
Unit 1 **Me and My School** **National Online Safety Strand: Self Image and identity**	To understand the need for rules in school.	To understand that adults follow rules and identify some common laws.	Explain and describe what School Council do and the role of a School Council Rep.	To recognise, name and deal with feelings.	I can explain how other people may look and act differently online and offline. NOS Lesson 1—What I want to look like online	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. NOS Lesson 2—Risky Situations Online NOS Lesson 3—Giving Advice
Unit 2 Me and My Relationships **National Online Safety Strand: Online Relationships**	Describe how their behaviour affects other people.	Play and work co-operatively with others. Identify strategies to resolve simple arguments.	recognise that teasing and bullying are wrong and unacceptable and suggest ways to resist it.	Understand that friend and family relationships can change for a variety of reasons.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email, online gaming, a pen-pal in another school/country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure. NOS Lesson 1—How to ask permission	I can explain why I have a right to say, 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. NOS Lesson 2+3—Consent and Sharing Online
Unit 3 Happy and Healthy Me **National Online Safety Strand: Health, Wellbeing and Lifestyle**	To name external body parts	To describe the physical and non-physical differences between boys and girls.	Understand the importance of and how to maintain personal hygiene	To understand that choices we make affect our health and well being	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). NOS Lesson 1—using Technology	I can say how those rules/guides can help anyone accessing online technologies. NOS Lesson 2—Following our Technology Rules NOS Lesson 3—Family Rules
Unit 4 Me and My Safety **National Online Safety Strand: Privacy and Security**	Understand rules for and ways of keeping physically and emotionally safe.	Recognise that they share a responsibility for keeping themselves and others safe	Recognise and explain the difference between secrets and surprises	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. NOS Lesson 1—Keeping Things Private	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). NOS Lesson 2—Stronger Passwords	I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). NOS Lesson 3 - The internet at Home
Unit 5 Me and Other People **National Online Safety Strand: Online Bullying**	To understand and respect that boys and girls can be different	To question and tackle some common stereotypes around what boys and girls can do.	To describe different types of families	To describe similarities between people of different races in the UK understand that Britain is a diverse place	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. NOS Lesson 1—What is Bullying? NOS Lesson 2—How Bullying Makes Someone Feel	I can talk about how anyone experiencing bullying can get help. NOS Lesson 43—Getting support
Unit 6 Me and My World **National Online Safety Strand: Online Reputation**	To describe some of the positive and negative features of the local environment	To describe positive things about the local area and how people look after it	To describe negative things about the area and understand that they can contribute to making it better.	To take part in a simple debate	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. NOS Lesson 1—My School NOS Lesson 2—My Profile	I know who to talk to if something has been put online without consent or if it is incorrect. NOS Lesson 3: - Getting Support

National Online Safety

KS2

Year 3

Sequence of knowledge and skills

	Week 1	Week 2	Week 3—Online Safety	Week 4—Online Safety	Week 5—Online Safety	Week 6—Online Safety
Unit 1 Me and My School **National Online Safety Strand: Self Image and identity**	Recognise their worth as individuals	describe how they can contribute positively to the school	describe the role of a local councillor	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. NOS Lesson1—Avatars	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. NOS Lesson 2—Usernames online	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. NOS Lesson 3—Changing Identity Online
Unit 2 Me and My Relationships **National Online Safety Strand: Online Relationships**	To recognise the difference between males and females and learn the agreed names of body parts .	identify the differences between males and females and challenge stereotypes.	To recognise features of a positive friendship	To know how to resolve arguments without hurting someone and how to get help if someone is hurt	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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. NOS Lesson 1– Sharing Information Online NOS Lesson 2—Hurtful Situations Online	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain 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 and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos). NOS Lesson 3—Permission and Sharing
Unit 3 Happy and Healthy Me **National Online Safety Strand: Health, Wellbeing and Lifestyle**	Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet.	Research and debate topical issues	Research and debate topical issues	I can explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). NOS Lesson 1—Activities in My Day	I can explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). NOS Lesson 2—Spending Time and positive Activities	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). NOS Lesson 3 - Age Ratings
Unit 4 Me and My Safety **National Online Safety Strand: Privacy and Security**	To deepen their understanding of risk by recognising, predicting and assessing risks in different situations	explain that medicines should be used properly or they can be harmful	know that pressure to behave in an unacceptable or risky way can come from a variety of people	Begin to understand the concept of keeping something confidential or secret and when we should or should not agree to do this	explain what they can do if they experience unacceptable touches explain the underwear rule	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 and can trust. I can explain that if they are not sure or feel pressured, they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. NOS Lessons 1,2 and 3
Unit 5 Me and Other People **National Online Safety Strand: Online Bullying**	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Understand what being part of a community means	Identify similarities and differences between local communities	To respect equality and to be a productive member of a diverse community	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. NOS Lesson 1—appropriate behaviour Online NOS Lesson 2—Bullying Online	I can give examples of how bullying behaviour could appear online and how someone can get support. Lesson 3—Getting Support
Unit 6 Me and My World **National Online Safety Strand: Online Reputation**	Understand the role of money in their own and other's lives	explain why something is or is not good value for money and explain things we need to consider when we decide to buy something	name a range of resources we need as humans and begin to recognise how resources are allocated	describe ways to reduce the impact resource use has on the environment	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. NOS Lesson 1—Researching Online NOS Lesson 2—Things I Don't Want To Share Online	I can explain who someone can ask if they are unsure about putting something online. Lesson 3—Being Unsure and Seeking Help

KS2

Year 4

National Online Safety®

Sequence of knowledge and skills

	Week 1	Week 2	Week 3	Week 4—Online Safety	Week 5— Online Safety	Week 6—Online Safety
Unit 1 Me and My School **National Online Safety Strand: Self Image and identity**	explain what democracy means understand their role in the democratic process	describe the role of a chairperson and secretary	Explain how to raise an issue with the local Councillor	express an opinion in a respectful way	I can explain how my online identity can be different from 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. NOS Lesson 1 + 2—My Online and Offline Identities/ Positive Interactions	I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this. NOS Lesson 3—Identity Theft
Unit 2 Me and My Relationships **National Online Safety Strand: Online Relationships**	To understand the human life cycle and how the body changes	To introduce some basic physical changes for boys and girls that occur during puberty To assure children that changes are a natural part of growing up	To recognise and understand changing emotions as they grow up	To understand that loss and change are a natural part of life's experiences	To know that there are 'safe' and 'unsafe' touches	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. NOS Lessons 1,2 and 3—Online friends/Healthy Online Behaviour/ Respect and Privacy
Unit 3 Happy and Healthy Me **National Online Safety Strand: Health, Wellbeing and Lifestyle**	Understand that bacteria and viruses affect health and following simple safe routines can reduce their spread	Understand that medicines are drugs and the potential dangers of using incorrectly	Understand how smoking can affect health and explain some of the benefits of being a non smoker	Understand what a habit is and recognise that habits can be good and bad	I can explain how using technology can be a distraction from other things in a positive and negative way. NOS Lesson 1—Being Healthy Online	I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time. NOS Lesson 2— Taking Care of your Mind NOS Lesson 3— Our Free Time
Unit 4 Me and My Safety **National Online Safety Strand: Privacy and Security**	To differentiate between terms risk, danger and hazard	Understand school rules about health and safety Explain how rules and laws keep people safe	Understand the importance of protecting personal information, including passwords, addresses and images	Recognise their increasing independence brings increased responsibility to keep themselves and others safe	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. NOS Lesson 1+2—Making Choices / Data Saved Online	I can describe how some online services may seek consent to store information about me. I know how to respond appropriately and who I can ask if I'm not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. NOS Lesson 3—Consent Online
Unit 5 Me and Other People **National Online Safety Strand: Online Bullying**	Recognise the range of identities in Britain today	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Explain why respect and tolerance are important	I can describe ways people can bullied through a range of media. NOS Lesson 1— Being Kind Online	I can recognise when someone is upset, hurt or angry online. NOS Lesson 2— Recognising when someone is hurt, angry or upset.	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). NOS Lesson 3 –Positive and Negative Comments
Unit 6 Me and My World **National Online Safety Strand: Online Reputation**	Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	describe how people campaign for their rights and those of other people	Recognise the range of jobs done by people they know and understand how they develop their skills to make contributions in the future	list the responsibilities and duties people have to the environment	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. Lesson 1—Tips for Searching online Lesson 2—Finding reliable information online	Lesson 3—Researching a celebrity