



**PSHE/SRE
Year 5 Long Term Plan**

Themes (Number of weeks/Term)	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me
NC Content/Coverage	Relationships Education Families and people Who care For Me Caring Friendships Respectful, Kind Relationships Being Safe Health Education- General Wellbeing	Relationships Education Families and people Who Care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education- Families and People Who Care For Me Respectful Kind Relationships Health Education- General Wellbeing Wellbeing Online	Relationships Families and people Who Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco, Vaping Health and Prevention Personal Safety Basic First Aid	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education General Wellbeing Wellbeing Online Physical health and Fitness Health and Prevention Developing Bodies	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education General Wellbeing Wellbeing Online Developing Bodies
Substantive knowledge teaching sequence	I can face challenges positively and set personal goals I understand my rights and responsibilities at school and in the country I know how my behaviour affects a group I understand how having a voice benefits the school community I can identify my goals and share my fears and worries I know all children have	I can explain that cultural differences sometimes cause conflict I can explain what racism is I can explain how rumour spreading and name-calling can be bullying I can explain the difference between direct and indirect bullying (Online Bullying) I can compare my life with people in the developing world	I can recognise that I will need money to help achieve some of my dreams I can see how spending decisions affect others and the environment I can explore different jobs and think critically about online information I can describe the dreams and goals of young people in other cultures I can communicate with people from different	I can explain the health risks of smoking and vaping I can describe the risks of misusing alcohol and its effects on the liver and heart I can carry out basic first aid and get help in emergencies I can explain how media and celebrities influence body image	I can describe who I am and my personal qualities I can explain positive and negative consequences of belonging to an online community I can explain my rights and responsibilities in online communities and social networks (Unit 2 – Online Relationships) I can explain my rights and responsibilities when playing online games (Unit 5)	I can explain my self-image and how I feel about my body I can describe how a girl's body changes in puberty and why self-care is important I can describe how boys' and girls' bodies change in puberty I can say what I am looking forward to about becoming a teenager and new responsibilities



	universal rights I understand how my actions affect others locally and globally I can explain what is meant by the term stereotype (Unit 5) Social and Emotional I know what I value about my school I can empathise with people whose lives are different to mine I can contribute to a group and help it work well I understand why our school benefits from a Learning Charter	I can describe a culture different from my own Social and Emotional I am aware of my own culture I can describe my attitude towards people from different races I can use strategies to manage my feelings in bullying situations I can support children who are being bullied and encourage positive choices I can appreciate the value of happiness beyond material wealth I can respect my own and other people's cultures	cultures and identify ways to support each other I can encourage my peers to help young people meet their aspirations and suggest ways to do this Social and Emotional I can identify what I want my life to be like when I am grown up I can recognise different attitudes towards saving, spending, and risk I can recognise my strengths and understand that my goals and identity can change I can reflect on how my strengths and values relate to my dreams I can appreciate similarities and differences in aspirations across cultures I can explain why I am motivated to make a positive contribution to supporting others	I can describe different attitudes to food and how they are influenced I can explain what makes a healthy lifestyle and the choices I need to make Social and Emotional I can make informed choices about smoking or vaping and resist pressure I can make informed choices about alcohol and resist pressure I can stay calm in emergencies I can reflect on my body image and maintain a positive view of myself I can respect and value my body I am motivated to keep myself healthy and happy	I can recognise when I am spending too much time on devices (Unit 6) I can explain how to stay safe when communicating online I can explain my rights about personal data (Unit 7) Social and Emotional I can build my self-esteem I can recognise when an online community feels unsafe or uncomfortable I can recognise when an online community is helpful or unhelpful I can spot when an online game is becoming unsafe or unhelpful I can identify ways to reduce screen time to protect my health I can use strategies to stay safe online, including questioning information and saying 'no' when needed	I can say what I am looking forward to in my next class Social and Emotional I can build and develop my self-esteem I can understand that puberty is natural and I will be OK I can explain how I feel about changes in puberty I can appreciate how amazing it is that human bodies can reproduce I can feel confident about coping with growing up I can plan changes I want to make next year
Disciplinary knowledge	Relationships Families and People Who Care For Me F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security and stability.	Relationships – Families and People Who Care For Me F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they	Relationships Families and People Who Care For Me F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection	Relationships Families and People Who Care For Me F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security and stability.



	should respect those differences and know that other children's families are also characterised by love and care. Caring Friendships CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 6: How to manage conflict, and that resorting to violence is	F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Caring friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems	should respect those differences and know that other children's families are also characterised by love and care. Respectful Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are difference (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or	and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 6: How to manage	and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Caring Friendships CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Caring Friendships CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 5: That most
--	--	---	--	---	--	---



	never right. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different	and difficulties. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different	support their relationships RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Online Safety and Awareness OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can	conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 6: How to manage conflict, and that resorting to violence is never right. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened Respectful, Kind relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils
--	--	--	--	---	---	--



personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including	preferences or beliefs. RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should	feelings, including disappointment and frustration. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or	should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information,
---	---	---	---	---	--



	online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Health Education General Wellbeing GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 8: That change and loss, including	Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. Being safe BS 1: What sorts of boundaries are	understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet WO 5: Why social media, some apps, computer games and online gaming,	help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can	have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to	including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact BS6: How to report
--	--	---	--	---	---	---



	bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Health General Wellbeing GW 3: The range and scale of emotions (e.g. happiness, sadness,	including gambling sites, are age restricted. WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO10: That they have rights in relation to sharing personal data, privacy and consent.	lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of	trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful	abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Sex Education (Non Statutory) General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical
--	--	---	--	---	---	--



		anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising		physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical health., GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are	contact, and how to report this. (P5 scenarios OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (P5 scenarios) OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up OSA 6: That the internet contains a lot of content that can be inappropriate and	health GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. GW 9: Where and how to seek support (including recognising
--	--	--	--	---	--	--



		the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 8: That abuse, bullying and harassment can take		feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help. Wellbeing Online WO 1: That for almost everyone the internet is an integral part of life.	upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous,	the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help. Wellbeing Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 7: How to take a critical approach to what they see and read online and make responsible decisions
--	--	---	--	--	--	---



		place online and that this can impact wellbeing. How to seek support from trusted adults.		Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general	about which content, including content on social media and apps, is appropriate for them WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. WO 11: Where and how to report concerns and get support with issues online. Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body
--	--	---	--	---	---	---



				WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. Physical Health and Fitness PHF 1: The characteristics and mental and physical benefits of an active lifestyle. PHF 2: The importance	wellbeing and physical health., GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and	parts. DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress..
--	--	--	--	--	--	---



				of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 6 PHF 3: The risks associated with an inactive lifestyle, including obesity Healthy Eating HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). HE 2: Understanding the importance of a healthy relationship with food. HE 3: The principles of planning and preparing a range of healthy meals. HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the	how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online	
--	--	--	--	--	---	--



				impact of alcohol on diet or health) Drugs, Alcohol, Tobacco, Vaping DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health and Prevention HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO 7: How to take a critical approach to	
--	--	--	--	--	---	--



				Basic First Aid BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. WO10: That they have rights in relation to sharing personal data, privacy and consent. WO 11: Where and how to report concerns and get support with issues online. Physical Health and Fitness PHF 1: The characteristics and mental and physical benefits of an active lifestyle. PHF 4: How and when	
--	--	--	--	---	--	--



					to seek support including which adults to speak to in school if they are worried about their health. Health and Prevention HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process .	
--	--	--	--	--	---	--



Key vocabulary	Self-respect, Courtesy, Appreciation, Empathise, Deprive, Conflict, Persecution, Asylum, Immigrants, Refugees	Culture Stereotype Protected Characteristic Racism Discrimination Cyber-Bullying Direct and Indirect Bullying	Dream Goal Aspiration Influence Identity Influence	Addicted Informed decision Pressure Choices Recovery position Body Image	Addiction, Community, Data Protection, Fake Online Hoaxes, Mental Health, Self-Esteem, Screen Time, Targeting	Self-esteem, mental wellbeing, teenager, testosterone, oestrogen, ovaries, vagina, semen, menstruation, uterus
Additional/ Cross Curricular and continuous opportunities	Computing – Staying Safe Online					Science -
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit is taught at the start of Year 5 to help children begin the year positively, set personal goals, and understand their rights and responsibilities as members of their school and wider community. Lessons are sequenced to first develop self-awareness and goal setting, then explore behaviour and its impact on groups, and finally consider democracy, participation, and empathy for others. It builds on earlier learning about emotions and social skills, while preparing children for future units on relationships, health, and citizenship. Resources and activities become increasingly reflective and discussion-based,	This unit is taught to help children understand and respect cultural differences, recognise and challenge bullying, and appreciate diversity both locally and globally. Lessons are sequenced to first explore personal and cultural identity, then examine attitudes towards race, bullying behaviours, and conflict, and finally consider empathy for people in different cultures, including those in the developing world. It builds on earlier learning about emotions, friendships, and social skills, preparing children for future topics on relationships and global citizenship. Resources and activities develop from discussion and reflection to practical	This unit is taught to help children understand the importance of money, work, and planning in achieving personal dreams and goals. Lessons are sequenced to first explore individual aspirations and the role of money, then examine how decisions about spending and careers affect others, and finally consider global perspectives, learning from young people in different cultures and encouraging support for their ambitions. It builds on earlier learning about goal setting, resilience, and social responsibility, preparing children for future topics on financial awareness, teamwork, and global citizenship. Resources and activities develop from personal	This unit is taught to help children understand how to make healthy lifestyle choices and keep themselves safe. Lessons are sequenced to first explore the risks of smoking, vaping, and alcohol misuse, then teach emergency procedures and how to get help, and finally consider influences on body image, food choices, and wellbeing from media and society. It builds on earlier learning about personal safety, self-awareness, and decision-making, preparing children for future topics on physical and mental health, resilience, and responsible behaviour. Resources and activities develop from knowledge-building to practical	This unit is taught to help children develop self-awareness, understand their personal qualities, and navigate the responsibilities of being part of communities, both in real life and online. Lessons are sequenced to first explore personal identity and the impact of belonging to a group, then examine rights and responsibilities in online communities and games, and finally focus on managing time spent on devices and staying safe when communicating online. It builds on earlier learning about self-awareness, social skills, and decision-making, preparing children for future topics on relationships, digital citizenship, and	This unit is taught to help children develop a healthy understanding of their changing bodies, self-image, and emotions as they approach adolescence. Lessons are sequenced to first explore self-awareness and self-esteem, then examine the physical and emotional changes of puberty for both boys and girls, and finally consider feelings about growing up and becoming a teenager. It builds on earlier learning about personal identity, relationships, and emotional wellbeing, preparing children for future topics on sexual health, emotional resilience, and respectful relationships. Resources and activities develop from discussion and



	supporting the development of teamwork, responsible decision-making, and independent application of skills both in school and the wider world.	strategies, enabling children to manage feelings, respond to bullying positively, and value happiness, respect, and fairness in themselves and others.	reflection to discussion and collaborative action, enabling children to make informed choices, support others, and pursue their own goals positively.	application, enabling children to make informed choices, take responsibility for their health, and support their own and others' wellbeing.	responsible use of technology. Resources and activities develop from reflection and discussion to practical strategies, enabling children to make safe, responsible choices and contribute positively to both online and offline communities.	reflection to age-appropriate scientific knowledge and practical strategies, enabling children to understand, accept, and manage changes positively.
Adaptations for LA pupils	Simplify language and use "I can..." statements – Turn abstract ideas like "democracy" or "responsibility" into clear, concrete actions pupils can do. Break tasks into small steps – Focus first on self-awareness, then goal setting, then group participation. Use visuals, symbols, and examples – Posters, storyboards, and visual prompts about rules, school roles, and teamwork. Repeat key points and instructions – Reinforce ideas about behaviour, rights, and responsibilities. Allow different ways to respond (talk, draw, role-play) – Pupils can explain feelings, act out scenarios, or write/draw reflections.	Simplify language – use short, clear sentences; change "I understand" to "I can..." Break objectives into small steps – focus on one concept at a time (e.g., "name calling" first, then "rumours") Use visual supports – pictures, symbols, or storyboards to show bullying scenarios and cultural differences Provide concrete examples – use real-life classroom or familiar contexts for discussing conflict and diversity Role-play and drama – act out bullying scenarios or cultural situations to support understanding Discussion prompts and sentence starters – to help pupils express thoughts and feelings Reflection activities – simple worksheets,	Simplify language and use "I can..." statements – Explain aspirations, goal setting, and money in clear, concrete terms. Break tasks into small steps – Start with personal goals, then planning, then understanding global perspectives. Use visuals, symbols, and examples – Charts, goal boards, and case studies of young people. Repeat key points and instructions – Reinforce understanding of choices, consequences, and teamwork. Allow different ways to respond (talk, draw, role-play) – Pupils can discuss, draw goal plans, or act out scenarios. Adjust pace and provide extra time – Extra time for reflection and planning activities.	Simplify language and use "I can..." statements – Explain risks, safety, and healthy choices in clear, concrete terms. Break tasks into small steps – Focus first on personal health, then safety, then media/body image. Use visuals, symbols, and examples – Posters, charts, and scenarios for health, exercise, and safety. Repeat key points and instructions – Reinforce safe behaviours, healthy lifestyle choices, and emergency procedures. Allow different ways to respond (talk, draw, role-play) – Pupils can act out safety scenarios, discuss, or draw reflections. Adjust pace and provide extra time – Time to process safety	Simplify language and use "I can..." statements – Clear explanations about online safety, communities, and friendships. Break tasks into small steps – Explore personal identity first, then online behaviour, then safe communication. Use visuals, symbols, and examples – Storyboards, posters, and scenarios for online safety. Repeat key points and instructions – Reinforce safe use of devices and respectful communication. Allow different ways to respond (talk, draw, role-play) – Pupils can role-play online situations, discuss, or draw responses. Adjust pace and provide extra time – Time to process safety rules and	Simplify language and use "I can..." statements – Explain puberty, body changes, and emotions in clear, concrete terms. Break tasks into small steps – Explore self-awareness first, then physical changes, then emotional responses. Use visuals, symbols, and examples – Diagrams, posters, and storyboards about puberty and emotions. Repeat key points and instructions – Reinforce understanding of changes, self-esteem, and coping strategies. Allow different ways to respond (talk, draw, role-play) – Pupils can draw, discuss, or act out feelings about changes. Adjust pace and provide extra time – Time to process sensitive topics and reflect.



	Adjust pace and provide extra time – Give time for discussion, reflection, and group activities. Provide adult or peer support – Guidance from teacher or a buddy during collaborative tasks. Focus on personal progress and celebrate small achievements – Encourage pupils to set and meet personal goals. Use practical, hands-on activities – Role-play, group decision-making, and problem-solving tasks. Flexible assessment and structured routines – Use simple checklists, discussions, or reflections; maintain predictable lesson flow. Flexible grouping – Pair or small group activities to support participation and confidence.	emotion cards, or drawing to explore feelings Peer and adult support – guided group discussions and buddy support to scaffold understanding Praise and reinforcement – celebrate small achievements in recognising diversity and positive behaviour Multiple ways to respond – verbal answers, drawings, role-play, or using symbols rather than relying only on writing Repetition and scaffolding – revisit key ideas about racism, bullying, and cultural awareness regularly Focus on personal progress – encourage awareness of own attitudes and small changes in behaviour	Provide adult or peer support – Teachers or peers scaffold problem-solving and planning tasks. Focus on personal progress and celebrate small achievements – Praise small steps toward goal-setting. Use practical, hands-on activities – Group challenges, role-play, and collaborative tasks. Flexible assessment and structured routines – Journals, discussion, or practical demonstrations; predictable flow. Flexible grouping – Use pairs or small groups for collaborative work and support.	procedures or sensitive health topics. Provide adult or peer support – Guided discussion or demonstration for practical activities. Focus on personal progress and celebrate small achievements – Recognise small improvements in healthy choices. Use practical, hands-on activities – Role-play, fitness exercises, first-aid practice. Flexible assessment and structured routines – Observation, discussion, and simple reflections; predictable lesson flow. Flexible grouping – Pair or small group activities for participation and support.	reflect on online experiences. Provide adult or peer support – Guidance during discussions, practical tasks, or role-play. Focus on personal progress and celebrate small achievements – Praise safe choices and positive contributions online. Use practical, hands-on activities – Scenarios, role-play, and collaborative problem-solving. Flexible assessment and structured routines – Checklists, verbal feedback, or simple reflections; maintain clear lesson structure. Flexible grouping – Pair or small group activities to support participation.	Provide adult or peer support – Teacher guidance or peer discussion during reflection and role-play. Focus on personal progress and celebrate small achievements – Praise acceptance of changes and self-confidence. Use practical, hands-on activities – Role-play, journaling, and reflection tasks. Flexible assessment and structured routines – Observation, discussion, and simple checklists; predictable flow. Flexible grouping – Use pairs or small groups for comfort and support.
Adaptations for GD pupils	Extend tasks with open-ended questions – Encourage pupils to explore deeper ideas about democracy, rights, and responsibilities. Encourage independent learning – Pupils plan and reflect on personal goals	Extend tasks with critical thinking questions – Encourage analysis of cultural differences, bullying, and fairness. Independent research and reflection – Pupils investigate diversity, racism, or global	Open-ended questioning – Explore aspirations, money, and careers in depth. Independent goal planning – Pupils set personal and collaborative goals with minimal guidance.	Open-ended questioning – Explore risks, safety, and healthy lifestyle choices in depth. Independent research and reflection – Investigate nutrition, media influence, and substance misuse.	Adaptations Open-ended questioning – Explore online safety, communities, and relationships in depth. Independent investigation and reflection – Research rules, rights, and safe online behaviour.	Open-ended questioning – Explore puberty, body image, emotions, and self-esteem in depth. Independent investigation and reflection – Research changes and coping strategies for adolescence.



	without step-by-step guidance. Promote deeper discussion and reasoning – Challenge pupils to explain how behaviour affects groups and communities. Opportunities to lead or support peers – Pupils take responsibility in group work or discussions. Problem-solving, analysis, and evaluation tasks – Pupils consider different outcomes of choices or behaviours. Connect learning to real-life contexts – Explore examples from school, local, and global communities. Encourage reflection on personal progress – Pupils assess how their behaviour and decisions impact themselves and others. Offer choice in how to record or present learning – Written, visual, or practical methods for demonstrating understanding. Challenge pupils to make connections across units – Link self-awareness, teamwork, and	perspectives on their own. Debate and discussion opportunities – Pupils argue respectfully and support points with evidence. Leadership roles in group work – Lead activities or mentor peers in understanding diversity and inclusion. Problem-solving and scenario evaluation – Examine bullying scenarios and propose effective strategies. Link learning to wider society – Compare classroom rules and behaviour to local, national, and global contexts. Encourage empathy through perspective-taking – Pupils consider the experiences of others in depth. Choice in recording and presenting ideas – Written reflections, posters, or digital presentations. Challenge pupils to make connections – Link social skills, cultural awareness, and emotional understanding across units.	Deeper discussion and reasoning – Pupils evaluate how choices affect themselves, peers, and communities. Leadership opportunities – Support peers in group problem-solving and planning activities. Problem-solving and evaluation tasks – Assess consequences of spending decisions or career choices. Link learning to real-life and global contexts – Compare own goals with young people in other countries. Encourage reflection on personal progress – Track goal achievement and challenges independently. Choice in recording learning – Draw, write, present, or create digital resources. Cross-unit connections – Relate goal setting to resilience, teamwork, and citizenship. Enrichment activities – Extended research on careers, charities, or global projects.	Discussion and debate opportunities – Consider moral and social implications of lifestyle choices. Leadership roles in group work – Guide peers in health or safety scenarios. Problem-solving and evaluation – Examine different outcomes of risk-taking or unhealthy choices. Link learning to real-life contexts – Explore safety and wellbeing beyond school. Encourage self-assessment – Pupils monitor their own health choices and habits. Choice in recording learning – Present findings via journals, posters, or practical demonstrations. Cross-unit connections – Link personal safety, resilience, and emotional wellbeing to other topics. Enrichment activities – Extended projects on health, safety, or wellbeing campaigns.	Discussion and debate opportunities – Analyse real and online social scenarios critically. Leadership roles in group work – Lead discussions or peer mentoring on safe online practices. Problem-solving and evaluation – Assess outcomes of choices in online communication and friendships. Link learning to real-life contexts – Compare online rules with real-world community responsibilities. Encourage reflection on personal progress – Evaluate safe use of devices and positive contributions to communities. Choice in recording learning – Written, visual, digital, or practical methods. Cross-unit connections – Relate self-awareness, social skills, and digital citizenship across topics. Enrichment activities – Extended research, online safety campaigns, or peer-led projects.	Discussion and debate opportunities – Explore feelings and strategies for self-confidence. Leadership roles in group work – Mentor or support peers in understanding changes. Problem-solving and evaluation tasks – Consider challenges and solutions during puberty. Link learning to real-life contexts – Compare experiences with peers or global examples. Encourage reflection on personal progress – Pupils track emotional growth and self-esteem. Choice in recording learning – Journals, diagrams, posters, presentations, or digital work. Cross-unit connections – Link self-awareness, relationships, and emotional wellbeing. Enrichment activities – Extended projects on health, self-esteem, or positive coping strategies.
--	--	--	---	--	---	---



	democracy learning to other topics. Enrichment activities – Extension tasks or independent research for deeper exploration.	Enrichment activities – Extended projects or case studies on global citizenship.				
Continuous provision	1. Self-Awareness & Personal Growth → Reflection boards, “All About Me” displays, goal-setting corners, growth & change timelines 2. Social Skills & Teamwork → Role-play, group problem-solving, discussion corners, buddy or peer-support systems 3. Rights, Responsibilities & Citizenship → Class rules, democracy activities, online safety stations, real-life scenario discussions 4. Diversity, Empathy & Global Awareness → Cultural identity displays, stories and case studies, perspective-sharing discussions, global citizenship activities 5. Health, Wellbeing & Safety → Health & hygiene stations, exercise/mindfulness spaces, body image/media influence corners, first aid/emergency practice 6. Reflection & Continuous Learning → Reflection journals, Circle of Change activities, collaborative projects, celebration of achievements					
Resources/approaches	Resources Discussion prompts / question cards “All About Me” boards Visual aids / posters Storybooks / case studies Voting tools / ballot boxes Class Floor Books Role-play props Emotion cards Videos Interactive whiteboard Approaches Circle time discussions Role-play / drama activities Collaborative group work Reflection activities Practical democracy exercises Scaffolding and modelling Problem-solving scenarios Visual supports	Resources Stories and case studies on diversity and bullying Role-play props Visual aids on cultural differences and anti-bullying Emotion cards / feeling charts Class Floorbooks Discussion prompts / question cards Posters on respect, fairness, and empathy Interactive whiteboard Approaches Circle time discussions Role-play and drama for bullying scenarios Collaborative group problem-solving Reflection activities and journaling Peer discussion and sharing perspectives	Resources Videos Discussion prompts / question cards Case studies of young people in other countries Role-play props for problem-solving activities Class Floorbooks Visual aids on careers, money, and planning Interactive whiteboard Approaches Circle time / discussion of personal goals Collaborative group work Role-play and scenario problem-solving Reflection activities and journaling Linking learning to real-life and global contexts Scaffolding and modelling positive decision-making	Resources Discussion prompts / question cards Visual aids on smoking, vaping, alcohol, diet, and exercise First aid / emergency procedure props Class Floorbooks Interactive whiteboard Approaches Circle time / discussions about healthy choices Role-play and practical demonstrations Collaborative group activities Reflection and journaling Scaffolding and modelling safe behaviour Problem-solving scenarios	Resources Discussion prompts / question cards Class Floorbooks Visual aids on online safety, social media, and communities Role-play props Interactive whiteboard Emotion cards / feeling charts Posters on rules, rights, and responsibilities Approaches Circle time discussions Role-play / drama activities for online scenarios Collaborative group work Reflection activities Scaffolding and modelling safe online behaviour Problem-solving and scenario activities Visual supports	Resources Health & hygiene stations (puberty, body care) Discussion prompts / question cards Journals / reflection books Visual aids / posters on body changes and puberty Role-play props Interactive whiteboard Approaches Circle time discussions Role-play and drama to explore emotions and changes Collaborative group work Reflection activities and journaling Scaffolding and modelling healthy self-image and coping strategies Linking learning to real-life situations



	Praise and reward systems Linking learning to real-life contexts	Modelling respectful behaviour Visual prompts and scaffolding Praise and reward systems	Praise and reward systems Internet Safety Day	Linking learning to real-life contexts Praise and reward systems Visitors to School/Workshops	Praise and reward systems Assemblies	Praise and reward systems
Career links	Teacher Headteacher / School Leader School Council Representative Youth Worker Community Worker Social Worker Councillor Member of Parliament (MP) Mediator Charity Worker / Volunteer Coordinator Police Officer Sports Coach Mentor Project Coordinator / Team Leader Civil Servant	Teacher Headteacher / School Leader Educational Psychologist Counsellor / Child Psychologist Social Worker Youth Worker Police Officer (community engagement or diversity officer) Diversity & Inclusion Officer Mediator / Conflict Resolution Specialist Charity Worker (children's rights, anti-bullying, or international development) Community Project Coordinator Human Rights Advocate International Aid Worker / NGO Worker Cultural Liaison / Intercultural Officer Mentor / Peer Support Leader	Entrepreneur / Business Owner Accountant / Financial Advisor Banker / Investment Specialist Economist / Policy Analyst Charity Worker / Fundraiser International Aid Worker / NGO Worker Youth Worker / Mentor Careers Advisor / Coach Community Project Coordinator Teacher / Educator Social Worker ☐ Project Manager / Team Leader ☐ Human Resources Officer ☐ Travel / Cultural Exchange Coordinator ☐ Business Consultant / Analyst	Doctor / GP / Nurse Paramedic / Emergency Medical Technician Nutritionist / Dietitian Personal Trainer / Fitness Coach Health Educator / Public Health Officer Psychologist / Counsellor School Nurse Youth Worker / Mentor Social Worker Physiotherapist Occupational Therapist Substance Misuse Specialist / Addiction Counsellor Sports Coach / PE Teacher Media / Public Health Campaign Officer Community Health Advocate	Cybersecurity Specialist / IT Security Officer Social Media Manager / Online Safety Officer Online Safety Educator / Digital Citizenship Trainer IT Technician / Network Administrator Youth Worker / Mentor Teacher / ICT Teacher Counsellor / Psychologist Child Protection Officer Policy Advisor (Digital Safety / Online Communities) App / Game Designer with a focus on safe user experiences ☐ Community Manager / Moderator for online platforms ☐ Digital Content Creator (with responsibility for safety & ethics) ☐ Data Protection Officer ☐ Social Worker (supporting families with online risks) ☐ Educational Technologist	Doctor / GP Paediatrician School Nurse Midwife Health Educator / Public Health Officer Psychologist / Counsellor Youth Worker / Mentor PE Teacher / Sports Coach Nutritionist / Dietitian Family Support Worker Social Worker Teacher (PSHE or Science) Educational Psychologist Community Health Advocate