

Thomas Jones Personal Development Policy and Sex Education Policy (Relationships Education, Health Education, Personal Social and Health Education (PSHE) and Sex Education)

This policy has been produced following statutory guidance and in consultation with parents/carers, pupils, staff and governors.

The governing body of Thomas Jones school adopted this Personal Development and Sex Education policy on 11th July 2022. It will be reviewed biennially.

Introduction

The new 'Relationships, Relationships and Sex Education (RSE) and Health Education curriculum became mandatory for all state funded primary schools to teach from September 2020.

N.B. The Sex Education elements of this curriculum are not compulsory and parents/carers have the right to request their children to be withdrawn from this part of the curriculum.

At Thomas Jones school we have chosen to amalgamate this curriculum with our Personal, Social and Health Education (PSHE) to create our new Personal Development curriculum which will be taught across Key Stage 1 and Key Stage 2 from September 2020.

Our Personal Development curriculum has been carefully planned to build on children's learning in the Early Years Foundation Stage within the prime area of 'personal, social and emotional' development and specific area of 'understanding the world'. Within these areas of the EYFS curriculum children begin to develop self-control and self-awareness, learn how to manage their own feelings and behavior and how to make relationships. Children are taught how to be 'kind and friendly' and show sensitivity to others. They begin to develop their understanding of the world, people and their communities and develop an understanding of similarities and differences between themselves and others. All of this learning forms a foundation for the children's progression within our Personal Development curriculum.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the government have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools. At Thomas Jones school we welcome this updated statutory guidance ensuring that our children are fully prepared for life growing up in a diverse and complex society and for life beyond primary school.

The curriculum aims to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. The curriculum will also focus on educating children about risk areas, challenges and complex areas, supporting children to look out for risks and to develop strategies to deal with risk and challenge when faced with this.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work

Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This guidance also sets out the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education).

Personal Development

At Thomas Jones we have decided to amalgamate our Relationships, Health and PSHE curriculum under the umbrella topic 'Personal Development'. These subjects are designed to equip children with the knowledge to make informed decisions about their own wellbeing, health and relationships as well as preparing them for a successful adult life. For Year 5 and Year 6 pupils, Sex Education is also taught by their class teacher and the school nurse. The Relationships and Health Education parts of the curriculum follow the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education 2020. Through our Personal Development Curriculum however, we ensure that we integrate, but do not limit our curriculum to this statutory content. All statutory elements have been influenced by consultation with staff, governors, pupils and families.

Our Personal Development curriculum is designed to develop key concepts, skills and attributes. Although the specific content of the curriculum will evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered within the core themes. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

For our community, we have a sustained focus on healthy diet, dental care, peer pressure, physical and mental wellbeing and economic security as local data highlights these are specific areas of need. Data to support this has been drawn from a range of sources: Analyse School Performance (ASP – including the Inspection Data Summary Report IDSR), local authority data (Joint Strategic Needs Assessments (JSNA)) and Public Health England, Child and Maternal Health data sets (CHIMAT).

- The school's deprivation indicator is 0.35 compared with 0.21 nationally (ASP data).
- When employing IDACI deciles, 53% of the school community is drawn from the 10% most deprived wards nationally (LA 2019 data).
- Children under 20 living in poverty is 20.1% compared with 16.6% nationally (JSNA).
- Prevalence of obesity in Year 6 pupils is 23.6% compared with 20.2% nationally (CHIMAT)
- The percentage of children with one or more decayed, missing or filled teeth is 26.6% compared with 23.3% nationally.7 (CHIMAT).
- Hospital admissions for mental health conditions- 2018/19- 87.2 in relation to 72.5 regionally and 88.3 nationally (CHIMAT).
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Our Personal Development curriculum supports our wider work in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to

recover from knocks and challenging periods in their lives. This is complemented by the ongoing development of personal attributes including kindness, tolerance, courtesy, integrity, generosity, resilience and honesty.

At Thomas Jones, our Personal Development education addresses both pupils' current experiences and preparation for their future. We have therefore provided a 'spiral curriculum' meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills and attributes with prior learning revisited, reinforced and extended throughout the school. This is grounded in the established evidence base for effective practice in PSHE education.

Core Themes

At Thomas Jones, we have selected six core themes *around which we have organised* our programme of study. Each theme, and the learning opportunities which are developed within it, has been selected to ensure a broad, balanced and progressive curriculum that meets the needs of the children within our school and their lives outside of school as well as meeting the requirements of the statutory guidance. All six core themes are explored in each year group and each unit is approached through a key question.

Our six core themes and the areas we have included within them are as follows:

1. Identity and Belonging (including personal identity, where they fit in, community, similarities and differences, diversity and equality, prejudice and discrimination, stereotypes and naming body parts)

2. Feelings, Friendships and Behaviour (including range and intensity of feelings, feelings vocabulary, own and others' feelings, managing and responding to feelings, seeking support, healthy and happy relationships (including online), cooperation, self-respect, change and loss and relationship law)

3. Health and Wellbeing (including mental and physical health and ill health, a balanced healthy lifestyle (including hygiene, diet, exercise, sun safety, dental hygiene, sleep, activities, time with friends and family), medicine, self-worth, growing and changing, risks and effects of drugs and human reproduction)

4. Safety and Risk (including identification, assessment and how to manage risk, keeping safe in familiar and unfamiliar environments (including online), resisting pressure, emergency help and first aid, responding to adults, privacy, who keeps us safe and how to seek help)

5. Money and the Workplace (including economic understanding, keeping money safe and risks and influences, personal strengths and skills, employability and choice)

6. Being a Good Citizen (including rights and responsibilities, rules and laws, human rights, caring for the environment, community and topical issues)

Skills and Attributes

Alongside our six core themes, we have also focused on eight key skills and attributes that we feel are essential for the children of our community. Each one has been carefully selected to ensure that children leave Thomas Jones with these skills and attributes fully embedded and are able to utilise these strengths in approaching new challenges and scenarios that face them throughout their life. Each unit of learning is mapped to the relevant key skills and attributes to ensure that teachers are focusing not just on children's developing knowledge base but also on their development of these core attributes for a healthy and successful life.

Through the development of these skills and attributes, children are also taught strategies for identifying and accessing appropriate help and support and to understand that they are children, that their childhood is safeguarded and that they know how to receive the support and guidance they require at different times in their lives.

Our eight key skills and attributes are as follows:

1. **Self-belief and self-confidence** (including realistic self-image, self-worth, assertiveness, self-advocacy and self-respect, identifying unhelpful ‘thinking traps’)
2. **Empathy and compassion** (including impact on decision-making and behaviour)
3. **Respect and tolerance** (including respect to others’ right to their own beliefs, evaluating values, beliefs and opinions, valuing and respecting diversity, challenging stereotypes and generalisations)
4. **Self-regulation** (including building a positive mind set, managing strong emotions and impulses and learning strategies for managing these)
5. **Self-reliance** (including constructive self-reflection, effective goal setting, aspiration, taking positive risks, recognising and managing peer influence)
6. **Responsibility** (including time management, questioning and analysing (including separating fact from speculation or opinion), making decisions)
7. **Resilience** (including self-motivation, perseverance and adaptability)
8. **Management of risk** (including identification, assessment and predictions, strategies to manage risk to self and others)

Relationships Education

Relationships Education is a mandatory curriculum area that aims to cement the building blocks needed for positive and safe relationships, including with family, friends and also online.

Through this curriculum our pupils will explore their own feelings and emotions in relation to others and will develop an understanding of the breadth and range of these emotions. They will be taught what constitutes a healthy relationship and how to themselves form caring and lasting relationships. They will learn about friendships and how to navigate difficulties and issues that can arise in friendships and friendship groups. They will expand their understanding of what family means and learn about who can support them within their family and community and how and where to seek further help from a trusted adult when needed. By Year 6, pupils will explore the law surrounding relationships expanding their understanding of what constitutes a legal or illegal commitment.

Relationships today often take place online and with this in mind we will ensure that children are explicitly taught how to navigate friendships online ensuring that they know how to keep themselves safe at all times online.

In addition to the above we will consolidate our Thomas Jones ethos of being ‘kind and friendly’ teaching pupils explicitly how to treat each other with kindness, consideration and respect. Pupils will be afforded opportunities to explore how they can resolve differences and conflict with others whilst always treating others with courtesy and respect.

By the end of Year 6, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- relationships and the law

Health Education

Health Education is a mandatory curriculum area that aims to provide pupils with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It aims to enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important that our pupils are taught that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with our pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable our pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

We aim to promote pupils' self-control and ability to self-regulate and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practicing service to others, including in organised and structured activities and groups are beneficial for health and wellbeing.

Pupils will also be explicitly taught about online safety and the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils are also taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

By the end of Year 6, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Personal, Social, Health Education (PSHE)

Relationships education does not replace our Personal, Social and Health Education but has been amalgamated with our new Personal Development curriculum. Although the PSHE curriculum is not compulsory, we recognise that the areas of learning encompassed under the PSHE curriculum are essential to prepare our children for the realities and complexities of life in modern Britain.

By the end of Year 6, pupils will have been taught content on:

- identity
- community and society
- diversity
- discrimination and prejudice
- stereotypes
- safety and risk
- economic influences and saving
- career
- rights and responsibilities
- rules and law
- topical issues

Spiritual, Moral, Social and Cultural Development, Fundamental British Values and Prevent Duty

Alongside our integrated curriculum and continued whole school focus on children's social and emotional development, our Personal Development curriculum further develops children's Spiritual, Moral, Social and Cultural development (SMSC). Children are explicitly taught to understand, accept, respect and celebrate diversity. They learn to respect the faiths, feelings and values of others, appreciate diverse viewpoints and reflect upon these. They are taught about the law, learn how to recognise right from wrong, understand consequences and are afforded time to investigate moral and social issues, offering their own viewpoints. They also develop skills to cooperate and participate with others and resolve conflict.

Our Personal Development curriculum is designed to specifically promote the Fundamental British Values of democracy, the rule of law, liberty, respect and tolerance. Children learn about the role of and to have respect for public institutions and services in Britain including Britain's parliamentary system. The role of democracy and the democratic process is explored in depth to ensure pupils leave us with a good understanding of how this impacts daily life. Pupils develop skills and attitudes in these areas that will allow them to participate fully in and contribute positively to life in modern Britain.

Schools have a legal duty to prevent pupils from becoming radicalised. At Thomas Jones we actively implement our Prevent Duty through Personal Development. All teachers assess the risk of children being drawn into terrorism through relevant lessons and discussions in class and ensure that they challenge any extremist ideas which can be used to legitimise terrorism. Teachers ensure that they create an open platform for discussion through lessons, where pupils feel confident to raise any concerns or queries and know that they will be heard. Our curriculum actively promotes safeguarding and teaches pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.

Sex Education

Our Sex Education curriculum follows the DfE guidance but remains non-statutory and is taught separately by the school nurse and class teacher combined in Years 5 and 6. Parents and carers have the option to withdraw their child from part of or all of these lessons.

At Thomas Jones our Relationships and Sex Education curriculum is planned and delivered in a sensitive manner to Year 5 and 6 children in the summer term of each year. These lessons allow children an open forum for both boys and girls to re-explore the changes that adolescence brings and their developing understanding of relationships and the reproductive system, drawing on knowledge of the human life cycle set out in the national curriculum for science, with appropriate professionals in a safe environment. It aims to support the transition phase for children in Year 6 before moving to secondary school and supports pupils' ongoing emotional and physical development. It is our professional recommendation that children should be allowed to take part in this curriculum in order to fully prepare them for the next stages of their development when they leave primary school.

By the end of Year 6, pupils will have been taught content on:

- puberty
- personal hygiene
- male and female reproductive systems
- sexual reproduction
- different types of families and relationships
- healthy and unhealthy relationships
- the law related to relationships

It is important to note that mandatory Relationships education covers everything that we should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Teaching in Relationships and Sex Education will always reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Before children commence Relationships and Sex Education teachers will support their pupils to create a group agreement to ensure all pupils:

- Show respect to each other and their different levels of knowledge
- Use correct terminology
- Do not share personal stories
- Do not discuss topics with younger children and those withdrawn from lessons

Withdrawal from Relationships and Sex Education Curriculum

Parents/carers do not have a right to withdraw their child from the Relationships and Health education sections of our Personal Development curriculum. However parents/carers do have the right to request that their child be withdrawn from some or all of our Relationships and Sex Education curriculum.

The right of parents to withdraw their pupils from parts or all of our sex education programme is acknowledged by the school and a letter is sent out to parents explaining the

sessions before these commence in the summer term. There is an opportunity before the delivery of these lessons for parents to come into school to discuss materials and to see the lesson plans if they have any concerns. In this way, we would hope to reassure parents that the material is appropriate and therefore they would not feel the need to withdraw their child.

We strongly believe that our Relationships and Sex Education curriculum has been appropriately planned for essential learning for children to support their personal, social and physical developments at this age and beyond and that they provide crucial information which is easy to understand and is appropriate for the age and maturity of the pupils. Not allowing children to access this information regarding important issues related to their own development and relationships we believe is a disservice to our pupils.

Process for parents/carers to request their child to be withdrawn:

- Parents are urged to have a meeting with a member of the leadership team to discuss their initial concerns.
- During discussion we will always listen openly to a parent's concerns and will clarify the nature and purpose of the curriculum. Resources and lesson plans will be shared. We will also explain our rationale, stated above, for why children should not be withdrawn.
- If a parent/carer still wants to withdraw their child from some or all of the sex education elements of our Relationships and Sex Education curriculum, we ask that they complete a withdrawal request form for the head to review before permission is granted.

Equality

In creating our Relationships curriculum we have complied with the requirements of the Equality Act 2010. We ensure that all protected characteristics are not discriminated against, see our Equalities Policy for full details. Protected characteristics were taken into consideration when planning our Personal Development curriculum. We have carefully planned for the building and fostering of healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic. Stereotypes are not tolerated as part of our school community, are addressed through our curriculum and are consistently challenged through our whole school approach. Our staff team consistently model positive behaviour to pupils and families.

Parents and Carers

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All parents/carers have had the opportunity to be involved in the planning of our Personal Development Curriculum through our consultation period. We have responded to parents/carers' concerns and where possible made adaptations to our curriculum to support their beliefs and feelings about what their children should be taught.

Parents have been afforded information sheets relating to the new Relationships Education and have been informed of how their comments have shaped our curriculum. They have been directed to the curriculum policy and plan and have been made aware of how they can request for their child/children to be withdrawn from Sex and Relationships Education if desired.

School Community

At Thomas Jones, our school community is incredibly diverse and is made up of a range of ethnicities, faiths and beliefs. Through consultation with parents/carers, we have specifically sought to ensure we have a constructive context in which to teach these subjects and that topics are appropriately handled with children's individual beliefs in mind.

We have tried to ensure that distinctive faith perspectives on relationships are incorporated where appropriate, and have planned for balanced debate within upper Key Stage 2 around issues that are seen as contentious.

Children will be addressed directly at the start of each lesson/unit highlighting the fact that each of us is an individual and that we all come from different backgrounds and will all have different views and beliefs. Children will be taught to listen to and respect others contributions, and will learn of others beliefs while respecting their own. Children will also be encouraged at the end of each lesson to discuss issues raised at home so that a particular religious or faith aspect can be afforded for pupils from their primary carers.

Subject Content

Core knowledge is broken down into manageable lessons for pupils at the appropriate age and stage of their development in carefully sequenced lessons ensuring progression of understanding and skills. The curriculum is planned to ensure sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations

We are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Children and young people often operate freely in the online world and therefore our curriculum takes account of this and helps to prepare children for challenges they may face and in educating them about distinctions between an online world and real life. We will teach children about important characteristics of social media and the internet and how to stay safe online.

Where topics appear on and offline teachers will ensure that both scenarios are covered with children. Where topics are exclusively related to online content, teachers will make sure that this is explicit in their teaching.

How Lessons Will Be Taught

Lessons will be timetabled weekly and will always (where possible) be taught by the children's class teacher, with progression monitored across year groups.

A variety of teaching approaches are planned for in the delivery of our Personal Development curriculum, ensuring that all learning styles are catered for. For example games, drama, puppets and role play are used alongside film and audio clips and stories. Circle time plays an important role in sessions for younger children, affording all children equal participation within a lesson. We have recently subscribed to Now Press Play, an immersive learning experience for children, with many interactive experiences linked to our units of learning that children will access through their Personal Development curriculum.

Our schemes of work ensure that children's speaking, listening and thinking skills are prioritised, with opportunities for children to communicate openly in a safe environment sharing and developing values and attitudes under the skilled direction of their class teacher.

Whole school assemblies, planned visitors linked to personal development and class discussion time will supplement our curriculum and will not take the place of timetabled lessons. Ongoing class discussions will be influenced by matters that arise within the community, for individual children or groups of children. A level of flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of pupils.

Managing Difficult Questions

Primary age children will often ask their teachers or other trusted adults questions on a range of topics linked to their own personal development, sometimes pertaining to sex or sexuality, and if questions go unanswered children may turn to inappropriate source of information. Teachers will always aim to answer any questions in an age appropriate manner affording pupils with factual information to answer their query whilst adhering to our planning of what subjects should be covered at appropriate ages. If a teacher is unsure how to answer a pupil's question as it is not covered in our curriculum for that age group they will inform children that they will return to the question and will seek advice from the senior leadership team. Teachers will always ensure they do return to the question sometimes on a one-to-one basis or in small groups or with the whole class, as appropriate.

Accessibility and Pupils with Special Educational Needs

Our Personal Development curriculum has been planned carefully to ensure that it is accessible for all pupils. At Thomas Jones we have a large number of pupils with a range of special educational needs and disabilities and it is essential that these pupils are able to access the curriculum alongside their peers wherever possible. Adaptations have and will be made to allow all pupils to access our Relationships Education. High quality teaching that is differentiated and personalised will be our starting point to ensure accessibility. Teaching and subject content will be tailored where needed to meet the specific needs of pupils at different developmental stages.

Teaching will be tailored for pupils within each class as required to ensure that all content is accessible. This may include smaller group sessions, simplified definitions or presentations of materials, increased use of visuals and tactile resources, the use of puppets etc.

Resources

A range of quality resources have been utilised in planning for Personal Development units across the school. The Leadership team will constantly review the quality and appropriateness of all resources used and will update resources as new ones are produced. All resources are itemised within unit planning.

Assessment

At the start of a unit of learning, the class teacher elicits a clear overview of the whole class' knowledge, understanding and skills. Teachers track back to pupils' prior learning, revisiting and building upon this throughout the unit. In addition a range of baseline assessment activities are used to elicit children's prior knowledge and understanding.

These activities are then reviewed to track pupils' progress through each unit. At the end of each unit pupils are given opportunities to demonstrate the progress they have made from their starting point. Learning outcomes, discussion and the revisiting of baseline assessment activities are used to measure and record pupils' progress.

Children's learning is formally teacher assessed each term to identify where pupils need extra support or intervention.

Monitoring and Evaluation

The governing body of Thomas Jones have selected a lead governor to hold responsibility for Relationships Education at the school. They, along with the leadership team and Head, will be involved in monitoring progression of skills and knowledge, curriculum content and teaching, ensuring we meet all statutory requirements.

**Policy written by Emma Jones
Reviewed May 2022**

Appendices

Appendix 1

Statutory Content from Relationships Education and Health Education Mapped to Year Groups

Appendix 2

Example Unit Plan: Year 1 Identity and Belonging
Including Vocabulary and Resources

Appendix 3

Example Unit Plan: Year 5 Safety and Risk
Including Vocabulary and Resources

Appendix 1

Statutory Content from the Relationships Education and Health Education Mapped to Thomas Jones' Personal Development Curriculum

The following table sets out the content grids from the Statutory Guidance for Relationships Education, RSE and Health Education 2020 which have been mapped onto our own programme of study for Personal Development. The table clearly identifies in which year group(s) the statutory content will be addressed.

	Pupils should know:	KS1	KS2
Families and people who care for me	That families are important for children growing up because they can give love, security and stability.	Year 1 R2	Year 4 and 5 R6
	The characteristics of healthy family life, 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.	Year 1 and 2 R1, R4	Year 4 and 5 R8
	That others' families, 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.	Year 1 and 2 H22, R3	Year 4, 5 and 6 R2, R7
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Year 1 R3	Year 3, 4, 5 and 6 R1, R6, R7
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 2 R4	Year 6 R3, R5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1 R5	Year 4, 5 and 6 R4, R9
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Year 2 R6	Year 3 and 5 R10
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Year 2 R6	Year 3 and 5 R11
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Year 2 R7	Year 3 R13, R14

	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Year 2 R8	Year 3 R16
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Year 2 R9	Year 4 and 5 R18
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Year 1 and 2 H22, R23, L4, L6	Year 3 and 4 R32, R33, L6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 2 R6, R8	Year 3 and 4 R33, R34
	The conventions of courtesy and manners.	Year 2 R22	Year 3 R33
	The importance of self-respect and how this links to their own happiness.	Year 1 and 2 H21, H23, R22	Year 4 R31
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Year 2 R22, H22	Year 4 R31
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Year 1 and 2 R10, R11, R12	Year 3, 4 and 5 R19, R20, R28
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Year 1 L4	Year 3, 4, 5 and 6 R21, L7, L8, L9

	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Year 2 R15, R17	Year 4 and 5 R22, R26
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not.	Year 2 R14	Year 5 R23
	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Year 2 R12	Year 4 and 5 R24, R30, R31
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Year 1 and 2 R20	Year 4 and 5 R24, R29
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Year 2 R15	Year 4 and 5 R24
	How information and data is shared and used online.	Year 2 H34	Year 5 L13, L14
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Year 2 R17	Year 4 and 5 R22
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Year 1 and 2 R13, R18	Year 4 R27
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Year 1 and 2 R13	Year 4 R25
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Year 1 and 2 R14, R15, R19	Year 4 and 5 R24
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	Year 1 and 2 R20	Year 4 R29

	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Year 1 and 2 R20	Year 4 R29
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Year 1 and 2 R20	Year 4 R29
	Where to get advice e.g. family, school and/or other sources.	Year 1 and 2 R20	Year 4 R29
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Year 1 H1	Year 3 and 6 H15
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Year 1 and 2 H11, H12, H13, H14	Year 3 and 5 H17
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Year 1 and 2 H15, H16	Year 3, 5 and 6 H19
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Year 1 H18, H19	Year 3, 5 and 6 H20, H21
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Year 2 H17	Year 3 and 6 H16
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 1 and 2 H18, H20, H24	Year 3 and 6 H16
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Year 1 and 2	Year 3 and 6 H24, R13

		H24, H27, R7	
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 1 and 2 R10, R11	Year 3, 5 R19
	Where and how to seek support (including recognising the triggers for seeking support), including whom 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).	Year 1 and 2 H19, R12	Year 3, 5 and 6 H21, R20
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Year 2 H24	Year 6 H22
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits.	Year 2 L7, L8	Year 5 L11
	About the benefits of rationing 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.	Year 2 H9	Year 5 H13
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Year 1 and 2 R10, R12	Year 4 and 5 R30, L11, L15
	Why social media, some computer games and online gaming, for example, are age restricted.	Year 1 H28	Year 3 and 5 H37, L23
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Year 2 H34	Year 3, 5 H37, R20, L11
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Year 2 L9	Year 4 and 5 L12, L13, L14, L16
	Where and how to report concerns and get support with issues online.	Year 2	Year 5

		H34	H42
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	Year 1 H1	Year 4 H7
	The importance of building regular exercise 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, vigorous exercise.	Year 1 H3	Year 4 H7
	The risks associated with an inactive lifestyle (including obesity).	Year 1 H3	Year 4, 5 H4, H7
	How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 2 H10	Year 5 H14
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	Year 1 H2, H3	Year 3, 4 and 6 H1, H6
	The principles of planning and preparing a range of healthy meals.	Year 1 H2	Year 3, 4 H6
	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 impact of alcohol on diet or health).	Year 1 H2	Year 3, 4 and 6 H2, H3, H6
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Year 2 H37	Year 5 and 6 H46, H47, H48
Health and prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		Year 3 and 6 H5
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 2 H8	Year 3 H12
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Year 1 H4	Year 4 H8

	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Year 1 H7	Year 3 H11
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Year 2 H5	Year 3 and 4 H9, H40
	The facts and science relating to allergies, immunisation and vaccination.	Year 2 H6	Year 3 and 6 H10
Basic first aid	How to make a clear and efficient call to emergency services if necessary.	Year 1 H35, H36	Year 6 H44
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Year 1 and 2 H35, H37	Year 6 H43
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 1 and 2 H25, H26	Year 4 and 6 H30, H31, H32, H34
	About menstrual wellbeing including the key facts about the menstrual cycle.		Year 4 and 6 H30, H31

Appendix 2
Year 1 Example Unit: Identity and Belonging



Year group	1						
Term	Autumn I						
Lessons	6 x 30 minute sessions (and a preliminary session to be covered in week 1)						
Subject area	<p>Identity & Belonging</p> <p>This unit aims to enable pupils to think about themselves and what makes them special as well as <i>how they fit in</i> within a wider community of family and friendship groups. Pupils learn to value the roles others play <i>in their lives</i>. They will also recognise some of the similarities and differences they share with others. They will learn to recognise that they have much more in common with others than their differences, and this will help pupils to develop attributes which make them less susceptible to prejudice or extremist narratives later on. It also aims to settle pupils into their new year group.</p>						
Unit	Where do I fit in?						
<p>2020 Relationships Education & Health Education</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability (R2) • The characteristics of healthy family life, 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 (R1) • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R3) • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R23) • The importance of self-respect and how this links to their own happiness (H21) • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H27) • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (L4) • What a stereotype is, and how stereotypes can be unfair, negative or destructive (L4) 							
<p>Key Objectives:</p> <p>H21. to recognise what makes us special</p> <p>H27. to understand about preparing to move to a new class/year group</p> <p>R1. to begin to appreciate the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for us and what they do to help us feel cared for</p> <p>R3. to learn about different types of families including those that may be different to our own</p> <p>R23. to recognise the ways in which we are the same as and different to others</p> <p>L4. to identify the different groups we belong to</p> <p>L5. to learn about the different roles and responsibilities which people have in our community</p>							
Key skills and attributes:							
Self-belief and self-confidence	Empathy and compassion	Respect and tolerance	Self-regulation	Self-reliance	Responsibility	Resilience	Management of risk
<p>Cross-curricular links (if any):</p> <ul style="list-style-type: none"> • Topic- My World, Your World • English – writing sentences and speaking and listening (including some drama). • Science- Animals including humans 							
Before Personal Development sessions begin:							

Before starting any sessions at the start of each year there should be a preliminary session about 'rules for PD sessions'. Examples of positive ground rules might include (these may need to be adapted for the cohort):

- We will listen to and respect everyone.
- We will keep the conversation in the room. (But be clear on limits of confidentiality.)
- We will use language that won't upset other people.
- We will use the correct words and if we don't know them, we'll ask.
- We will comment on what was said, not the person who said it.
- We won't use names (share our own, or our friends', personal experiences).
- We won't put anyone on the spot.
- We have the right to pass if we don't want to speak.

It is also a good idea to have a post box for 'anonymous' questions that arise after any session. Younger children not yet able to write a full question could instead write their name onto a piece of paper and the class teacher later asks them if they wanted to ask about something. This will require some training of course.

Session outlines:

To address any worries about settling into a new year group.

SESSION 1: Introduce class puppet...(puppet will remain a constant in PD lessons throughout the entire year). Explain that he/she is feeling a bit worried and nervous about starting their learning in year one. Class puppet whispers specifically what they are worried about to CT (e.g., new playground, friends, learning being too difficult, missing old teacher/TA etc). Ask children to partner talk - what could we do to help puppet feel better? Decide upon creating a class list once listened to children's ideas and discussing them briefly.

TASK: As a class, create a 'same and different' list – what is the SAME as Reception class and what is DIFFERENT. At the end of the session: Ask the puppet...do they feel better now?

To recognise what makes us special To know about the different groups we belong to

SESSION 2: Explain that the class puppet would like to share a book he has made all about him/herself. It includes things about his/her physical appearance, hobbies, likes and dislikes. Puppet and CT read the book with the class. At points CT stops reading and asks the children to relate to themselves – are you the same as or different to the puppet? Explain task to the children.

TASK: At tables, children complete a poster 'wonderful me' where they draw themselves in the centre and draw/write things they like/enjoy to do (*some children could also include what they don't like*) around themselves.

To recognise the ways in which we are the same as and different to others

SESSION 3: Introduce children to images of different characters on the IWB to discuss what is similar and/or different (use PowerPoint pre-made in TJ curriculum) – partner talk then feedback to class. Ensure all children understand the meaning of 'same', 'different' and 'similar'. Repeat with 2 children from the class – can children name 2 things the same and 2 things different? (Try not to only focus on visual characteristics – remind the children that similarities and differences can be unseen, for example, where we live, teams we support, hobbies or religions followed).

Read the story 'Giraffes Can't Dance'. Ask them to think of all the ways in which the giraffe is different to the other animals? How did the reaction of the other animals make him feel? Does it matter that the giraffe dances in a different way? What was it that made him happy in the end? Ask pupils what they think '*But sometimes when you're different you just need a different song*' means. Reinforce with the class that even though the animals all danced in a different way, they were all equally important and that is the same with the class. Reiterate that this is the same for all people in the world and it is called 'showing respect'.

TASK: As an extension, class story time books this week could include ‘Elmer’ and ‘The Rainbow Fish’ to revisit learning about similarities and differences.

To identify the people who love and care for us and what they do to help us feel cared for

SESSION 4: Ask the class to think back to the ‘Giraffes Can’t Dance’ story and to identify who the giraffe could tell either in school or at home if someone was making them feel unhappy because of their differences. Who could they tell if it happened to them? Show children photographs of different people with a one-line description ‘I make your dinner in the evening’. Ask children who that is (note here any varying responses from the children to link to later lessons about different families). As a class, build a spidergram on the IWB entitled ‘Who loves and cares for me’ with names/roles and how they do this around the edge. This can include the children’s wider communities not just family so someone at their place of worship, school, friends’ parents etc.

TASK: If time, children could make a thank you card for someone who loves and/or cares for them and some children could write a sentence explaining what that person does to make them feel cared for, e.g. ‘Thank you for always kissing me before I go to sleep; ‘Thank you for helping me to worship my god’, etc..

To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

To learn about the different roles and responsibilities which people have in our community

SESSION 5: Recap previous session about people who love and care for them and what they do. Explain that lots of people have a role to play in our lives including acquaintances and friends. Explain the word ‘acquaintances’. Re-visit people who help us in the community and link to topic learning so far. Model then ask children to freeze frame these roles – teacher, doctor, dentist, fire fighter, waste collector, librarian etc.

Puppet has a story to tell the class about his/her friend – they had an argument and they are annoyed with them because they are supposed to be friends. Puppet’s friend was reminding puppet to share the football outside during play time. Should puppet be annoyed? Partner talk and discuss children’s ideas. Discuss the notion of a friend and why we have them – make a class list of the roles of a good friend explaining any new vocabulary such as ‘encourage’. Explain task.

TASK: Children work in small groups of 4/5 to ‘freeze frame’ a different role which a friend can play – CT and TA model the task first. Use ‘friends are for fun’, ‘friends help us’, ‘friends encourage us’ and ‘friends look after us’ – Feedback freeze frame as a class and take photographs.

To know about different types of families including those that may be different to our own

SESSION 6: Read book with children ‘What type of family are we?’ and discuss. Pause at appropriate pages and let them share their family set ups with their peers and discuss generally. Be mindful of any more unusual families present in the cohort and show sensitivity to this.

TASK: (home learning for half term). Children create a family ‘star’ with them at the centre and all of their family labelled and drawn (or photographs attached) around the edge. At the bottom, children write a sentence starting with ‘Our family is special because...’ This could relate to anything they do/who they are/what they like etc. Children to share after half term.

Key vocabulary and definitions:

<i>Same</i>	Alike in every way
<i>Different</i>	Not the same; not alike
<i>Similar</i>	Having a likeness to something or somebody else
<i>Respect</i>	Regard for the feelings, wishes and rights of others.
<i>Acquaintance</i>	A person we know slightly, but who is not a close friend.
<i>Encourage</i>	To give hope and support to someone
<i>Concern</i>	Something we are worried about
<i>Community</i>	A group of people who live and work in the same area

Link to Now Press Play:

- EYFS – People Who Help Us session- (use as part of topic learning this term).

Educational visits/possible in school workshops:

n/a

Resources

- Postbox
- Flipchart – added to with each session
- Class Puppet
- Class Puppets 'All about me' book
- Paper for posters
- 'Giraffes can't dance' book
- 'The Rainbow Fish' book
- 'Elmer' book
- Cards for thank you cards
- Camera
- 'What type of family are we?' nonfiction book
- Family star homework template

Appendix 3
Year 5 Example Unit: Safety and Risk



Year group	5
Term	Summer I and Summer II
Lessons	10 x 45-60 minute sessions
Subject area	<p>Safety & Risk</p> <p>This unit focusses on safety and risk through e-safety and surrounds the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. They revisit the notion of ‘hidden strangers’ exploring what it means to know someone online and how best to communicate safely.</p> <p>The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. The concept of ‘fake news’ will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p> <p>Finally, the children revisit cyber bullying, its impact and consequences. They learn strategies to respond to cyber bullying and also trolling and revisit how to report concerns and get support. Within these lessons the children also revisit what discrimination means and how to also challenge this appropriately.</p> <p>At the end of this unit the children also use virtual reality to further explore the dangers of giving out personal information online, the importance of reporting abuse and how to go about it as well as the difference between online and offline friends</p>
Unit	How do I manage my relationship with technology in a safe way?
<p>2020 Relationships Education & Health Education</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R4, R9) • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19, R20, R28) • The importance of permission-seeking and giving in relationships with friends, peers and adults (R22, R26) • That people sometimes behave differently online, including by pretending to be someone they are not (R23) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R24, R29) • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R22) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R24) • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R24, R30, R31) • That for most people the internet is an integral part of life and has many benefits (L11) • How information and data is shared and used online (L13, L14) • About the benefits of rationing 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 (H13) 	

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (R30, L11, L15)
- Why social media, some computer games and online gaming, for example, are age restricted (H37, L23)
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H37, R20, L11)
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (L12, L13, L14, L16)
- Where and how to report concerns and get support with issues online (H42)

Key Objectives:

- H13.** about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R19.** To understand about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20.** To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21.** To know about discrimination: what it means and how to challenge it
- R 22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- L 11.** recognise ways in which the internet and social media can be used both positively and negatively
- L12.** How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13.** about some of the different ways information and data is shared and used online, including for commercial purposes
- L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Key skills and attributes:

Self-belief and self-confidence	Empathy and compassion	Respect and tolerance	Self-regulation	Self-reliance	Responsibility	Resilience	Management of risk
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Cross-curricular links (if any):

- English – speaking and listening, reading and writing
- Computing – Digital citizenship

Consolidation and Progression:

In previous years children learnt to think about the rules that keep them safe at home and when out and about, risks, hazards and danger as well as basic techniques for resisting pressure (including how to stay safe by not doing something they do not want to do). The children identified people that help them in their lives at home, school and out and about in the community, before going on to discuss the role of the emergency services. Children were taught what to do if someone has had an accident and is hurt and how to call 999, basic first aid and about strangers including those online. Linked to this they learnt basic e-safety. Children also learnt about privacy and permission including freedom, capacity and personal boundaries. They discussed the notion of safe and unsafe secrets and learnt strategies for dealing with secrets that make them upset, nervous or uncomfortable as well as strategies for reporting concerns about others and themselves. The children also learn how to say if they felt unsafe, and how to make sure they are heard by their trusted adult. The children also learnt about the notion of responsibilities as they have ever increasing independence, peer pressure and dares. As part of these safety and risk units they also learnt about water, rail and road safety, how to be safe with medicines and risks of caffeine, alcohol and smoking.

Learning is consolidated in this unit including the notion of safer strangers online as well as privacy and permission and personal boundaries. Cyber bullying is also revisited, and learning consolidated. This also includes how to seek and get help if they need it.

Learning is progressed as children focus in much more depth about e-safety including how to manage their digital wellbeing and time, how to recognise fake news and how to use social media safely. They are given opportunities to reflect on the pros and cons of using the Internet numerous times throughout the unit.

Before beginning sessions:

- **REMINDE ABOUT 'CODE OF CONDUCT' FOR PD SESSIONS**
- At the start of the unit, highlight the fact that each of us is an individual and that we all come from different backgrounds and will all have different views and beliefs. Remind children to listen to and respect others contributions and learn about the beliefs of others while respecting their own.
- As and when necessary, remind and encourage children to discuss issues raised in the lessons with parents/carers at home so that a particular religious or faith aspect can be afforded for pupils this may pertain to.

Session outlines:

SESSION 1:

To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

To be able to recognise ways in which the internet and social media can be used both positively and negatively

As a whole class/TASK: Reconnecting – What Do We Use the Internet For? Share the lesson's Big Questions. Put the children into pairs and, using the flipchart, challenge each pair to think of as many different age-appropriate uses of the Internet as they can in the given time. Encourage the children to use the stimulus illustrations if needed. Afterwards, invite each pair to share their thoughts. Summarise that we use the Internet extensively in our daily lives.

As a whole class/TASK: Exploring – The Positive and Negative Uses of the Internet: Share the information in the flipchart to explain that the Internet can bring benefits but also risks and that it can be used both positively and negatively. Put the children into small groups and distribute a set of the Internet Uses Sorting Cards to each group. Ask the groups to sort their cards into two groups, one group which they think shows the Internet being used positively and one group which they think shows the Internet being used negatively. Using the flipchart, share the positive and negative uses of the Internet. Ask the groups if they sorted their cards similarly and if there were any cards they found hard to group. Explain that we all have a shared responsibility to use the Internet positively, for our own wellbeing and the wellbeing of others.

As a whole class/TASK: Exploring – Digital Wellbeing: Read the information in the flipchart to explain what the term ‘digital wellbeing’ means. Ask the children to share their thoughts on how we can develop positive digital wellbeing. Put the children into pairs and give each pair a copy of the [Digital Wellbeing Information Sheet](#). Ask them to read it together and then discuss the questions given in the flipchart. Invite the children to share their top tips for looking after our mental health and wellbeing when using the Internet and digital technology. Reinforce the effective strategies, including time management.

As a whole class/TASK: Reflecting – Looking After My Digital Wellbeing: Invite the children to take a moment to reflect on the question given in the flipchart, ‘what steps are you going to take to look after your digital wellbeing and have a healthy digital life?’. Invite the children to share their thoughts, if they feel happy to do so. Return to the Big Questions and assess the children’s learning.

As a homework task chn could be given [A Healthy Digital Life Activity Sheet](#) and design a poster to explain to others what ‘digital wellbeing’ means and how they can look after their health and wellbeing when spending time online and using other digital technology. Provide the word bank from the flipchart for support if necessary.

Key/New Words: online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing

SESSION 2:

To know about the importance of keeping personal information private

To have strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others

To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

To know about some of the different ways information and data is shared and used online, including for commercial purposes

As a whole class/TASK: Reconnecting – Digital Risks: Share the lesson’s Big Questions. Using the flipchart, explain that the Internet and digital technology bring many benefits to individuals and society but there are also potential risks. Put the children in pairs and ask them to work out the missing letters in the words in the flipchart to identify some of these risks. On the following slide, click on each word to reveal more detail on each of the risks; read and discuss each with the children.

TASK: Exploring – Staying Safe, Digitally Healthy and Happy: Read the information in the flipchart to the children to highlight that although there are risks when we are online and using digital technology, there are measures we can take to stay safe, healthy and happy. Give each child a copy of the [Staying Safe, Digitally Healthy and Happy Booklet](#) which sets out measures they can take to stay safe online. Ask the children to read the advice and then illustrate and exemplify each point to create a top tips booklet which can be taken home for personal use.

As a whole class – Exploring – Getting Help: flipchart, discuss the importance of getting help for anything online or when we are using digital technology that worries, concerns or frightens us. Ask the children to share strategies they already know for getting help. Then, use the information given in the flipchart to clearly set out the steps for getting help and reporting digital and online concerns.

TASK: (If time) Consolidating – Quiz Questions: Put the children into small groups and ask them to complete the [Staying Safe, Healthy and Happy Online Quiz](#) together, discussing answers as they complete it. Once all groups have finished, discuss each answer as a class, providing an opportunity to discuss any misconceptions

TASK: Reflecting – Making Positive Choices: Show the illustrations in the flipchart and ask the children to think quietly about their answer to the question, ‘what choices are you going to make to look after yourself and others when you are online and using digital technology?’. Invite the children to share their thoughts with the class, if they feel happy to do so. Return to the Big Questions and assess the children’s learning.

Key/New Words: regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, TV programmes, films, online games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices, storage, sharing

SESSION 3

To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

To know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)

As a whole class – Explain that today we are going to think and learn more detail about staying safe with anyone we encounter online and knowing how to **respond** safely and in an **appropriate** way.

As a whole class – On the flipchart show the word **stranger**. What can chn remember about strangers from year 4? Explain it is anyone we do not know well or at all. Explain that many strangers are kind people but some strangers can be unkind and there is no way of knowing when we first meet someone. Being around strangers can pose different risks.

Discuss the notion of ‘safer strangers’ - *safer strangers are usually people who do jobs that require them to help people and they often wear a uniform or a badge with their name on. Safer strangers are people whose job it is to keep people safe. They are strangers who you **can** talk to and they will help you if you feel unsafe.*

Next, introduce an image of an online ‘profile’. Take chn’s responses and illicit a conversation about encountering adults online – explore notion of ‘**hidden strangers**’ - The **Internet** is a different place where we might meet strangers, especially as we get older and use more **online** games and **social media**. When we meet people online, these people are still strangers and the true identity of these strangers is hidden because we can’t actually see them.

Ask the chn what is appropriate with an adult online – who should we talk to and when? Discuss the notion of truth – can chn remember back to year 2 when they read ‘*Goldilocks (A Hashtag Cautionary tale)*’ book by Jeanne Willis. Can we trust who we may talk to if we cannot see them?

As a class consolidate year 2/4 learning by revisiting the ‘staying safe with hidden/online strangers’ list on the flipchart:

- Always ask a trusted adult like a teacher, parent or carer to go online and make sure they are close by in case you need them
- Keep personal information (name, age, address, school, username and passwords) private
- Never arrange to meet anyone you have met on the Internet, even if you think you know them well or they seem nice
- Never share pictures of yourself with a person you don’t know or haven’t met
- Always tell a **trusted grown-up** if anybody asks you to say or do something that makes you feel uncomfortable

TASK: (*If time*), chn create a poster about how to stay safe with hidden strangers. Alternatively, this could be a homework task.

Key/New Words: online, advice, concerns, respond, appropriate, stranger

SESSION 4:

To know about the importance of keeping personal information private

To have strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others

To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

To understand about why someone may behave differently online, including pretending to be someone they are not

To have strategies for recognising risks, harmful content and contact

To know how to report concerns

To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

As a whole class/TASK: Reconnecting – A Good Friend...: Share the Big Questions with the children. Put the children into pairs and ask them to think of three phrases to complete the sentence, 'A good friend is...'. Invite each pair to share one of their phrases. Using the information in the flipchart, summarise what makes someone a good friend and the key characteristics of a healthy offline friendship.

As a whole class/TASK: Exploring – Respectful Online Relationships: Share the information given in the flipchart to explain that the Internet plays an important and often positive role in developing and maintaining relationships. Ask the children to share the different platforms in which online relationships can be developed and maintained. Highlight the importance of learning how to build respectful online relationships. Put the children into small groups and give each group one of the [Respectful Online Relationships Drama Cards](#). Give the groups a set amount of time to read the instructions on their card and to practise a short role play depicting one way of developing respectful online relationships. Then, invite each group to perform their role play and ask those watching to describe how the online relationship being shown is respectful. [TA takes photographs for evidence](#). Return to the flipchart to summarise the key characteristics of respectful online relationships and highlight that offline principles of good friendship explored at the beginning of the lesson apply to online relationships, including when engaging in an anonymous manner. Explain what 'digital citizenship' means and link this to human rights and shared responsibilities.

As a whole class – Exploring – Inappropriate Online Behaviour: Using the flipchart, explain that there are potential risks of online relationships and discuss the importance of learning how to manage these. Read the given information and ask the given questions to explore what inappropriate online behaviour and relationships might look like (including online strangers, meeting people you met online and harmful online behaviour). Emphasise when and how to get help if any of the described behaviours are witnessed or experienced.

TASK: Exploring - Assessing Online Relationships: Share the information given in the flipchart to explain the importance of critically assessing online relationships. Remind the children of the characteristics of a respectful online relationship and those of an inappropriate online relationship. Put the children into pairs and give each pair a copy of the [Assessing Online Relationships Activity Sheet](#). Ask the children to read each of the scenarios and then decide and record if it is a respectful or inappropriate online relationship. Afterwards, invite children to share their thoughts and conclusions.

TASK: Reflecting – How Can I Help? In a moment of quiet, ask the children to read the given pieces of text as they appear in the flipchart. Ask children to think about what they are going to do to make sure they develop and maintain respectful and healthy online relationships and how to keep themselves and others safe. Invite the children to share their thoughts if they feel happy to do so. Return to the Big Questions and assess the children’s learning.

Key/New Words: personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers

SESSION 5:

To be able to recognise ways in which the internet and social media can be used both positively and negatively

To know about how information on the internet is ranked, selected and targeted at specific individuals and groups

To understand that connected devices can share information

To know about some of the different ways information and data is shared and used online, including for commercial purposes

To recognise things appropriate to share and things that should not be shared on social media

To know rules surrounding distribution of images

As a whole class/TASK: Reconnecting – Social Media: Share the Big Questions with the children. Put the children into pairs and ask them to come up with a definition of social media; what it is, what it does and how we use it. Using the flipchart, share the given information to explain and exemplify what social media is and what it does. Ask the children what social media platforms and applications they are aware of. Use their responses as a baseline for the lesson.

As a whole class/TASK: Exploring – The Benefits and Risks of Social Media: Read the information given in the flipchart to explain that there are many benefits of social media but like many other things, there are potential risks. Highlight that it is important we learn how to manage these risks to ensure we all stay safe, happy and healthy online. Put the children into small groups and distribute a large piece of paper and pens to each group. Ask the groups to thought shower/spider gram the benefits and the risks of social media. Invite each group to share their thoughts and then return to the flipchart to summarise the positive and negative uses and impact of social media, including the role of **data sharing, data usage, privacy settings, information ranking** and our **digital footprint**. [TA takes photographs for evidence.](#)

As a whole class – Exploring – Using Social Media Responsibly: Share the information given in the flipchart. Explain that being aware of the potential risks of using social media, along with learning how to use social media responsibly, can help everyone stay safe, happy and healthy online. Link this to human rights. Using the flipchart, summarise the rules of responsible social media use.

As a whole class/TASK: Exploring - Is That OK to Share? Read the information given in the flipchart to reinforce the importance of being aware of what is being shared through social media and the risks associated with sharing images and information. Put the children into groups and give each group a set of **Is That OK to Share? Sorting Cards**. Ask the groups to read the cards and then decide if it is describing something that is OK to share on social media or not. Return to the flipchart to summarise what is OK to be shared and what is not. Remind the children of when and how to get help for any social media concerns.

As a whole class – Reflecting – Social Media and Me: Using the Lesson Presentation, invite the children to reflect on their thoughts and feelings associated with social media and its use. Ask them to think about what they will take away from the lesson that is going to help them stay safe and happy on social media. Invite the children to share their thoughts, if they feel happy to do so. Return to the Big Questions and assess the children’s learning.

As a homework task chn could be directed to spend half an hour with a parent or another trusted adult looking at a social media site and referring back to the rules of responsible social media use from this lesson (make sure these are printed and sent home with every child). Whether this is a suitable homework task or not is at the class teacher's discretion.

Key/New Words: positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate, inappropriate, share, rules, image distribution, right, respect, shared responsibility, wellbeing, digital footprint, privacy settings, benefit, risk

SESSION 6:

To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

To understand about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

As a whole class/TASK: Reconnecting – Fact or Opinion? Share the Big Questions with the children. Ask the children if they think it is easy or difficult to tell if something is true or false. Put the children into pairs and ask them to decide if the statements given in the flipchart are fact or opinion. After each one, reveal the correct answer. Once all of the statements have been read, ask the children the strategies they used to work out if something was true or false and if it was easy or difficult to know.

As a whole class: Exploring – Fake News: Using the flipchart, explain what online ‘fake news’ is, its purpose and its effects. Ask the children to share how they feel about misinformation online. Explain that it is important we learn how to assess the reliability of online information and images in order to protect our wellbeing and stay safe when using the Internet.

As a whole class/TASK: Exploring – Assessing Reliability: Put the children into pairs and distribute the Assessing Reliability Information Sheet to each pair. Ask the children to read the information sheet. Afterwards, as a class, invite the children to share their thoughts using the prompt questions in the flipchart.

As a whole class – Exploring- Making Safe Choices: Using the flipchart, explain that knowing how to assess the reliability of online information can help us to make safe choices when we are online. Put the children into small groups and distribute one of the Making Safe Choices Discussion Cards to each group. Ask them to read the information on their card and then discuss what choice they could make to keep them safe and protect their wellbeing. Afterwards, invite each group to share their discussion card and thoughts. Share the information in the flipchart to reinforce how we can get help for anything we see online which worries, frightens or concerns us.

As a whole class – Reflecting – Stopping the Spread: Using the flipchart, explain that we all have a shared responsibility to make choices and take actions which could help stop the spread of fake news and misinformation to protect the wellbeing of all Internet users. Share the information and illustrations to help children know what they can do. Then, in a moment of quiet, ask the children to reflect on what they are going to do. Invite the children to share their thoughts, if they feel happy to. Return to the Big Questions and assess the children’s learning.

Key/New Words: information, sources, reliability, online, safe, choices, text, image, manipulation, evaluate, assess, misinformation, wellbeing, misleading, intention, reputable, secure sites, echo chambers, Internet cookies

SESSION 7:

To understand about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others)

To how to report concerns and get support

To know about discrimination: what it means and how to challenge it

As a whole class – remind children about previous learning in the year 5 Identity and Belonging unit concerning bullying online. Explain we will be revisiting this over the next two lessons. Reconnecting – Bullying Behaviours: Share the Big Questions with the children. Then, share the different types of bullying behaviours given in the flipchart. Ask the children to share how someone experiencing these behaviours might feel. Then, extend the discussion to how someone who sees these behaviours might feel. Read the information given in the flipchart to highlight that how we choose to behave has consequences and impacts on others.

As a whole class/TASK: Exploring – Online Bullying: Using the flipchart, define what bullying is. Highlight that bullying offline and online is unacceptable and it can be against UK law and everyone’s human rights. Put the children into pairs and reveal the forms of online bullying and their definitions. Ask the pairs to work together to match the forms of online bullying to the correct definition. Afterwards, reveal the correct definitions and discuss any misconceptions. Explain that online bullying can have serious and long-lasting consequences. Put the children into small groups and give each group one card from the Impact of Online Bullying Scenario Cards. Ask each group to read their scenario, stick it on their piece of large paper and discuss what the impact of online bullying has been for the people involved. Ensure each group records their thoughts in writing on their paper too. Invite each group to share what they have found out.

As a whole class - Exploring – Getting Help: Ask the children what the people in the scenario cards did to get help. Read the information given in the flipchart to explain what anyone who has seen or experienced online bullying can do to get help to make it stop.

As a whole class - Exploring- Being Kind Online: Ask the children to explain what it feels like when people treat them with kindness and respect. Use the information in the flipchart to explain that the positive impact of treating people with kindness and respect also applies to being online. Then, use the flipchart to explain that we can all help put an end to online bullying by committing to treat everyone we meet online with kindness and respect.

As a whole class - Reflecting – Making the Online World a Better Place: Remind the children that we can make a big difference by committing to behaving in a kind and respectful way when we are online. Using the flipchart, ask the children to think about what they are going to do to make the online world a better place. Invite the children to share their responses if they feel happy to do so. Return to the Big Questions and assess the children’s learning.

Key/New Words: bullying, cyberbullying, online, impact, consequences, hurtful behaviour, teasing, name calling, bullying, trolling, harassment, excluding, report, concerns, help, discrimination, kindness, respectful

SESSION 8:

To understand about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others)

To how to report concerns and get support

To know about discrimination: what it means and how to challenge it

As a whole class – Explain to the children that today we will be further looking at cyber bullying and how we challenge this and report concerns. Watch <https://www.bbc.co.uk/newsround/26136189>. Children can choose to make notes and then briefly discuss as a class.

As a whole class – Read the book ‘Troll Stinks’ by Jeanne Willis and Tony Ross and explain that this is a book about cyber bullying for younger children – year 2/3 children. Pause throughout the book to discuss.

As a whole class – Ask the children if they can remember how to report concerns and get support. Revisit this on the flipchart from lesson 7 (pages 16-17).

As a whole class – Ask the children to discuss in partners what **discrimination** means – can they remember from previous PD learning in Identity and Belonging units? Come back as a class and share the definition on the flipchart: When someone treats you differently, unfairly or worse because of who you are, particularly in relation to gender, ethnicity, or religion. Now ask the children to discuss in partners why we should challenge discrimination both offline and online. Come back as a class and discuss responses. Explain to the children that in our everyday lives online, we can also do our bit to challenge discrimination. As a class revisit the statements from the Identity and Belonging unit in the autumn term about how we can actively respond to and challenge prejudice and discrimination:

- If we see someone being left out of the group (online), we can...
- If we hear (or read) someone making a negative remark about another person, we can...
- If we meet a person (online) who appears very different from us, we can...
- If we feel we have been treated unfairly (online), we can... (these should be previously saved).

TASK: Explain to the children that they must make a poster for younger children explaining about cyber bullying – what it is and what they should do if they encounter it. They should use the characters from the story ‘Troll Stinks’ to illustrate their poster (make some of the pages visible as a montage on the flipchart whilst posters are being created. *Finish as homework or in a follow up session if short of time.*

SESSIONS 9 AND 10:

CONSOLIDATORY SESSION LINKED TO NOW PRESS PLAY* WITH A FOLLOW UP LESSON USING THEIR TEACHER RESOURCE PACK

Key vocabulary and definitions:

Safe	Secure from harm, injury, danger or risk
Unsafe	Not safe, dangerous
Danger/harm	The possibility of suffering harm or injury
Risk	Being exposed to potential danger
Hazard	A danger or risk
Independent	Freedom from the control or influence from others
Responsible	Doing the things you are expected and supposed to do
Rules	Explicit or understood regulations or principles governing conduct within a particular place or area of activity
Hurt	Cause pain or injury to
Protect	Keep safe from harm or injury
Help/support/advice	Make it easier or possible for someone to do something, to give assistance to
Trusted adult	An adult you can go to if you need help and/or to be taken seriously
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action
Stranger	A person you do not know
Unfamiliar	Not known, recognised or already experienced
e-safety	Being safe on the internet
Online	Activities performed on the internet
data	Information relating to an identifiable person
Cyber bullying	This is where someone uses technology to be repeatedly unkind to someone. This could happen through the Internet, interactive computer games, text messages or phone calls.
Consequences	Something that happens as a result of a particular action or set of conditions.
Outcome	The result of something (a consequence)
Permission/consent	Allowing someone to do a particular thing
Privacy	Not disturbed or seen by other people
Private	Belonging to or for the use of one particular person (or group of people only)

Boundaries	Abstract lines to do with rules that we should not cross
Comfortable	Physically and mentally at ease
Uncomfortable	Causing or feeling slight pain, unease or awkwardness
Unacceptable	Not allowed or ok
Freedom	Being free to act or move as you wish
Stranger	Anyone we do not know well or at all
Secret	Not known or seen or not meant to be known or seen by others
Surprise	An unexpected event
Safe secret	Secrets and surprises that are soon to be found out and make people happy
Unsafe secret	Secrets and surprises that leave us feeling worried, uncomfortable unhappy or unsafe
Report concerns	Telling someone about your worries
Digital wellbeing	The impact of technologies and digital services on people's mental, social and emotional health
Social media	A website or 'app' that enable users to create and share content or participate in social networking
Digital footprint	Information about a particular person that exists on the Internet as a result of their online activity
reputable	Having a good reputation - trusted
Secure sites	A website that can be trusted, within reason as it uses security technology
Echo chambers	Where a person only encounters beliefs or opinions that coincide with their own
Internet cookies	Data stored on a user's computer by the web browser when browsing the Internet

Link to Now Press Play:

Yes – 'Online safety' (KS2) - <https://nowpressplay.co.uk/key-stage-2/online-safety-ks2/>

*When your best friend Jayden is mean to you at school, you share a secret of his with a 'friend' you meet online. Things quickly spiral out of control, and you find yourself being blackmailed by a stranger. Will Jayden's secret be posted online, and will he ever forgive you?

In this Experience, your class will learn about:

- The dangers of giving out personal information online
- The importance of reporting abuse and how to go about it
- The difference between online and offline friends

This Experience includes a **Teacher Resource Pack** linking the Online Safety Experience to:

- Literacy activities
- Storyboard
- Factual Quiz

Educational visits/possible in school workshops:

n/a

Resources

- Postbox
- Flipchart added to with each lesson

Lesson 1:

- Internet Uses Sorting Cards – one per small group
- Digital Wellbeing Information Sheet- one per pair
- *A Healthy Digital Life Activity Sheet – for homework one per child (and word bank)*

Lesson 2:

- Staying Safe, Digitally Healthy and Happy Booklet - one per child
- Staying Safe, Healthy and Happy Online Quiz - one per small group

Lesson 3:

- Plain A4 paper and colouring pencils

Lesson 4:

- Respectful Online Relationships Drama Cards - one card per small group
- Assessing Online Relationships Activity Sheet - one per pair
- Camera

Lesson 5:

- Large sugar paper and pens
- Camera
- Is That OK to Share? Sorting Cards - one set per small group

Lesson 6:

- Assessing Reliability Information Sheet - one per pair
- Making Safe Choices Discussion Cards - one card per each small group

Lesson 7:

- Large paper, pens and glue stick – one per group
- Impact of Online Bullying Scenario Cards - one card per group

Lesson 8:

- ‘Troll Stinks’ by Jeanne Willis and Tony Ross book

Lesson 9:

- Headsets for Now Press Play
- Large space – the hall

Lesson 10:

- **Now Press Play Teacher Resource Pack** including:
 - Literacy activities
 - Storyboard
 - Factual Quiz