



PSHE Policy Including Relationships, Sex and Health Education

relating to St George's C of E Primary School

was approved by the Governing Body on

12/11/2024

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

Our Vision

Working together, learning for life.....

*With the **compassion** of Jesus, we treat others with kindness and patience*

*With the **courage** of St George, we stand up for what is right*

*With **respect** and **friendship** we build each other up*

Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We teach PSHE through the 'My Happy Mind' programme and a series of themed days and weeks.

This policy reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

Through our PSHE teaching, pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. There are three underlying core themes taught throughout PSHE, within which there is broad overlap and flexibility :-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in. Our PSHE curriculum supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships

- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

Online Safety

Online safety messages are regularly addressed and revisited as part of our Computing curriculum. In addition to this, we deliver a series of PSHE lessons to teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

We use the 3D PSHE 'Safety Zone' resources to support the teaching of this aspect of the PSHE curriculum. See Appendix 2.

Relationships Education (Statutory)

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's curriculum teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science 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. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the 3D PSHE Sex Education Unit (Appendix 2). This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We inform parents about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. The first two lessons in the series are taught to both Year 5 and Year 6; the second two lessons are taught to Year 6 only. We can offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education lessons. Our head teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head teacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

See Appendix 3.

PSHE Content and Coverage

Please refer to Appendix 1 for detailed information regarding how and when PSHE is taught.

Bibliography

This Policy is informed by the following links:-

- [Academies Act 2010](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2002](#)
- [Guidance on Relationships, Relationships and Sex Education, and Health Education](#)
- [Parliament UK Report 2019](#)
- [PSHE Association](#)

Appendix 1: Mapping Document

See separate mapping document from My Happy Mind. This document maps out the PSHE/RSE objectives taught through the My Happy Mind programme (green) and those taught as discrete lessons (black).

We cover the objectives in black text via termly themed days/weeks:

	Focus (see progression doc for detail)
Autumn Term	'Healthy Me' Week Diet Hygiene Exercise First Aid
Spring Term	Online Safety – Safer Internet Day NB: This will be a 'Drop Down Day' ie. no other subjects taught Ensure age-appropriate objectives are covered – see mapping document – Safe Zone 3D PSHE
Summer Term	'Fantastic Futures' Day Financial wellbeing Work/careers/aspirations

Appendix 2: Safe Zone additional objectives

Safe Zone Skills Progression (Education for a Connected World skills)			
Pathfinders Year 1		Pathfinders Year 2	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>
Online Reputation	Online Bullying	Online Reputation	Online Bullying
<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle
<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>	<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p>

<p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>		<p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>I can say how those rules / guides can help anyone accessing online technologies.</p>
<p>Privacy and Security</p>	<p>Copyright and Ownership</p>	<p>Privacy and Security</p>	<p>Copyright and Ownership</p>
<p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>
<p>Lesson 1 – Copyright and Ownership</p> <p>In this lesson, using paint software children learn the basics of copyright and ownership. They learn to create a file, and how to save and open this file. They learn where the file goes when it is saved and who it belongs to.</p> <p>Key Vocabulary create, belong, own, file, save, open, file name, copyright, self, self-portrait, paint, software</p>		<p>Lesson 1 – Self-Image and Identity</p> <p>In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.</p> <p>Key Vocabulary honesty, kindness, identity, race, gender, online, offline, present, truthful, email</p> <p>Lesson 2 – Online Relationships & Privacy and Security</p> <p>In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.</p> <p>Key Vocabulary friendship, communication, assessing risks, email, collaboration, contact, questions, safety</p>	
<p>Lesson 2 – Self-Image and Identity, Online Bullying & Online Relationships</p> <p>In this lesson, pupils learn about self-image and identity and look at how other people's comments can make you feel. Children will explore how to give positive feedback and the impact their feedback can have on the person receiving it – whether this is online or in person.</p> <p>Key Vocabulary identity, empathy, unkind/kind, comments, sad, worried, uncomfortable, trusted adult, online, bullying</p>		<p>Lesson 3 – Online Reputation</p> <p>In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.</p> <p>Key Vocabulary reputation, online, post, create, content, image, responsibility, honesty, kindness</p>	

	<p style="text-align: center;">Lesson 4 – Online Bullying</p> <p>In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.</p> <p>Key Vocabulary bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust</p>
<p style="text-align: center;">Lesson 3 – Managing Online Information</p> <p>In this lesson, children begin to explore safe searching of the internet. They will use search engines to find definitions of words. They begin to explore assessing risk online, looking at YouTube, identifying things that may make them sad, worried, or uncomfortable, and how to deal with this appropriately.</p> <p>Key Vocabulary search, online, definition, risk, assess, Google, YouTube, videos, sad, worried, uncomfortable</p>	<p style="text-align: center;">Lesson 5 – Managing Online Information</p> <p>In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.</p> <p>Key Vocabulary search, internet, voice-activated, search result, accurate, clear, appropriate, research, information</p>
<p style="text-align: center;">Lesson 4 – Privacy and Security & Online Reputation</p> <p>In this lesson, children will explore privacy and security and the sharing of personal information. They will discuss which personal information is okay to share and who with, as well as looking at information that should be kept private. Children will begin to understand the importance of not sharing too much information online and offline, and how this can affect their safety.</p> <p>Key Vocabulary personal, private, information, privacy, security, adult, trust, access, stranger, online, safety, sharing</p>	<p style="text-align: center;">Lesson 6 – Copyright and Ownership</p> <p>In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.</p> <p>Key Vocabulary copyright, ownership, create, owner, content, facts, copy, reuse, quote</p>
	<p style="text-align: center;">Lesson 7 – Privacy and Security</p> <p>In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.</p> <p>Key Vocabulary key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique</p>

Safe Zone Skills Progression (Education for a Connected World skills)

Adventurers Year 3		Adventurers Year 4	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>
Online Reputation	Online Bullying	Online Reputation	Online Bullying
<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>

Safe Zone Skills Progression (Education for a Connected World skills)

Adventurers Year 3		Adventurers Year 4	
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle
<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership
<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>

Safe Zone Knowledge Progression (from Education for a Connected World)

Adventurers Year 3	Adventurers Year 4
<p>Lesson 1 – Self-Image and Identity</p> <p>Mission: To create a new identity card to access the Safe Zone and to create an avatar for online presence. This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes.</p> <p>Key Vocabulary identity, avatar, safety, security, presence, breach, represent, change</p>	<p>Lesson 1 – Online Relationships & Online Bullying</p> <p>Mission: To understand downtime and how we should behave during it This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves.</p> <p>Key Vocabulary downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection</p>
<p>Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests. Part 2 - To understand cyber-bullying and offer advice on how to deal with it. This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this.</p> <p>Key Vocabulary communication, online, website, platform, chat, post, comment, bullying, advice, conversation</p>	<p>Lesson 2 – Health, Well-being and Lifestyle</p> <p>Mission: To reflect on screen time and what you access online In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit.</p> <p>Key Vocabulary distraction, focus, concentration, engrossed, limit, screen time, technology, audit</p>
<p>Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly. In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching.</p> <p>Key Vocabulary Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS</p>	<p>Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: To question the validity of online sources of information In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these.</p> <p>Key Vocabulary fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal</p>

Safe Zone Knowledge Progression (from Education for a Connected World)

Adventurers Year 3	Adventurers Year 4
Lesson 4 – Health, Well-being and Lifestyle	Lesson 4 – Self-Image and Identity
<p>Mission: To complete a reflective assessment of your current computing usage and activity. In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete 'Health and Well-being assessments' by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online.</p> <p>Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire</p>	<p>Mission: To review online identity. In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens.</p> <p>Key Vocabulary violation, protocol, identity, impersonation, pretend, public, social media, implications</p>
Lesson 5 – Privacy and Security	Lesson 5 – Copyright and Ownership
<p>Mission: To understand the practice of creating passwords for online files and identifying and generating good passwords. In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others.</p> <p>Key Vocabulary password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure</p>	<p>Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>
Lesson 6 – Copyright and Ownership	Lesson 6 – Privacy and Security
<p>Mission: To understand that work can be easily copied online and to consider the information I share. In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work.</p> <p>Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action</p>	<p>Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so.</p> <p>Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>

Safe Zone Skills Progression (Education for a Connected World skills)

Navigators Year 5		Navigators Year 6	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my <i>four</i> fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
Online Reputation	Online Bullying	Online Reputation	Online Bullying
<p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>

Safe Zone Skills Progression (Education for a Connected World skills)

Navigators Year 5		Navigators Year 6	
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle
<p>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between on-line misinformation and dis-information.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>

Safe Zone Skills Progression (Education for a Connected World skills)

Navigators Year 5		Navigators Year 6	
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership
<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
<p align="center">Lesson 1 – Privacy and Security</p> <p>Mission: To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly. Key Vocabulary permissions, data, accept, company, money, profit, password, strong, special character, share, secure</p>		<p align="center">Lesson 1 – Online Reputation & Managing Online Information</p> <p>Mission: To ensure your digital identity is protected and spot when something online might not be as it seems In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet Legends game 'Interland'. Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being</p>	

<p style="text-align: center;">Lesson 2 – Self-Image and Identity</p> <p>Mission: To update our avatar for online presence and demonstrate a positive online presence In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves.</p> <p>Key Vocabulary copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change</p>	<p style="text-align: center;">Lesson 2 – Online Relationships & Online Bullying</p> <p>Mission: To debate whether the sharing of certain content online is okay In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online.</p> <p>Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing</p>
<p style="text-align: center;">Lesson 3 – Online Reputation & Managing Online Information</p> <p>Mission: Be sceptical and evaluate digital content before taking it as fact In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island.</p> <p>Key Vocabulary influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction</p>	<p style="text-align: center;">Lesson 3 –Self-Image and Identity</p> <p>Mission: To understand and challenge stereotypes online In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences.</p> <p>Key Vocabulary stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration</p>
<p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle</p> <p>Mission: To understand the effect technology can have on our health and well-being both positive and negative In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky.</p> <p>Key Vocabulary mindfulness, meditation, relaxation, awareness, focus, health, mental health, hormones, age-appropriate, access, support, guidance, loot box, online purchasing, chance, gambling, finance</p>	<p style="text-align: center;">Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information</p> <p>Mission: To understand the challenges we face while using technology and identify strategies to stay healthy In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology.</p> <p>Key Vocabulary Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction</p>

Lesson 5 – Copyright and Ownership

Mission:

To understand when online content can be reused and give examples

In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages.

Key Vocabulary

reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution

Lesson 5 & 6 – Privacy and Security & Copyright and Ownership

Mission:

To understand good practice in terms of privacy and security and pass this on to others

Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupil-led activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others.

Key Vocabulary

passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice

Lesson 6 – Online Relationships & Online Bullying

Mission:

To create an anti-cyberbullying video

In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch.

Key Vocabulary

communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying

Appendix 3: Additional Relationships and Sex Education Unit

3D PSHE Additional Units Key Stage 2

Relationships and Sex Education	Lesson 1	Forming Relationships	<ul style="list-style-type: none">• Know how and understand why close relationships are formed, especially during adolescence• Understand why friendship is important in the establishment of close relationships
	Lesson 2	Sexual Relationships	<ul style="list-style-type: none">• Know about and understand the physical, mental and emotional changes that take place during puberty• Learn about sex (and bust some myths!)
	Lesson 3	Healthy Relationships	<ul style="list-style-type: none">• Understand why friendship is important in the establishment of close relationships• Know the features of a healthy relationship
	Lesson 4	Unhealthy Relationships	<ul style="list-style-type: none">• Understand what an unhealthy relationship is and know how to deal with relationship issues
	Lesson 5	Gender Issues Relationships	<ul style="list-style-type: none">• Know about gender identities and have an awareness of transgender issues, including gender reassignment• Understand the difference between being transgender and cross-dresser