Online Safety Map Offer for year 2022- 2023 Vs1 September 2022

Our School Vision

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

Our Motto

"The ones who plant and the ones who water work together as a team with the same purpose."

1 Corinthians 3:8

We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.

Our Mission (INTENT)

At Donnington Wood CE Junior School we will

- put the safety of everyone as a priority so we can work in ==trust== and ==peace==.
- encourage everyone to understand the true meaning of ==friendship==, ==fellowship== and community by acting with ==humility, compassion== and in ==service== to each other.
- be inclusive so everyone is valued and respected and where ==tolerance== and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing ==wisdom== and ==creativity==, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop ==hope== and ==perseverance==, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school ==fellowship==, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (==justice==).

Joint working document.

Joint working between Mr Fox, Head CEOP ambassador and DSL, Mr Cadel Computing lead and Mrs Davies PHSE and RSE lead. This Offer represent all our values.

Following Pupil Voice Pupils identified:

12. I am as safe online as I am in real life?

More Details   💡 Insights

● Yes   138
● NO   61

This data needs to be addressed.

Pupils identified these key issues:

- Identifying what is false and true [Fake news and misinformation advice hub - Internet Matters](#) / [Play Interland - Be Internet Awesome](#) Reality River
- I want to know how to block people that are mean
- *What age limits are* [Apps guide for parents | Internet Matters](#) this then links into their next question: *How to be safe on Fortnite / How do I have a YouTube channel safely /TikTok*
- How to research safely
- How to put a secure passcode in / More about hackers and how to keep your account safe.
- How to not fall for tricks or scams: [Play Interland - Be Internet Awesome](#) Secure your secrets.
- Online safety and social media and online bullying

School Use: [Childnet — Online safety for young people](#)
Interactive Activities: [Play Interland - Be Internet Awesome](#)

These can be fit into the 4 main categories we focus on online safety with.
Plan for Autumn term Conduct and Content.

Conduct: children may be at risk because of their own behaviour, for example, by sharing too *much information*

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. <mark>Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done</mark>

Content: age-inappropriate or unreliable content can be available to children

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for

children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

These two were lower on their list: Year 4, 5 and 6 have completed NSPCC and Sexual assault work in 2021/22.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. *Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.*

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

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[Education for a Connected World (publishing.service.gov.uk)](publishing.service.gov.uk) This is our main progression document for our assemblies and centrally led work and progress in Knowing and remembering more.

SeeSAw pages for computing and research

Conduct: Your behaviour online including: keeping personal information safe.

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Commercialism: learning how to keep your apps safe from targeted advertising and SPAM and spending money.

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Content: including **age-inappropriate or unreliable content can be available to children** including fake news and copyright.

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Contact: Online safety and cyber bullying (abuse). 999 or CEOP or NSPCC

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Autumn Action Plan

Bi monthly assemblies

1 Pupil Voice Survey	Creation seesaw templates.
2 Conduct / Contact	Jigsaw film
3 Contact	Caught in the web
4 Pupil Voice Managing online Information	Fake News and how to spot it. Using Connected Education web progression - Interlard fake news
5 Age limits Conduct	Interlard / quiz on age limits Kahoot.
6 Conduct	Well Being- health and lifestyle.

We use this document to review our provision LGFL annual audit.

Documents | HubSpot

Core Values/Drivers	Friendship		Perseverance		Hope and Aspiration	
Themes/Key question	How can we live together?		How can we overcome problems?		How can we make a better world?	
Key concepts	community cooperation society citizen belonging		resilience determination invention development		development change sustainability stewardship freedom	
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 3

PSHE Using Jigsaw Units	Being me in my world	Relationships	Celebrating difference	Healthy me	Dreams and goals	Changing me
Computing E-safety -across all terms How do we keep safe?	How does computers and networks work? Systems and Networks *How we share information and collaborate*		How can we be creative with computers? Creating Media Animation		How can I solve problems? Programming Sequencing in Music	

Year 4

PSHE	Being me in my world	Relationships	Celebrating difference	Healthy me	Dreams and goals	Changing me
Computing	How can we be creative with computers? Creating Media Photo Editing		How does computers and networks work? *The Internet*		How can I solve problems? Programming Repetition	

Year 5

PSHE	Being me in my world	Relationships	Celebrating difference	Healthy me	Dreams and goals	Changing me
Computing	How can I solve problems? Programming Selection in quizzes		How can we be creative with computers? Creating media Video editing		How can computers help with data handling? Data and information databases	

Year 6

PSHE	Being me in my world	Relationships	Celebrating difference	Healthy me	Dreams and goals	Changing me
Computing	How can we be creative with computers? Data and information Spreadsheets		How can we be creative with computers? Creating Media Web page design		How can I solve problems? Programming Sensing Coding link to STEAM week	

Online Safety and awareness of self in PSHE

Context Topics of Study	Year 3 *Age 7-8*	Year 4 *Age 8-9*	Year 5 *Age 9-10*	Year 6 *Age 10-11*
Autumn	*Being me in my world*	*Being me in my world*	*Being me in my world*	*Being me in my world*
	Relationships	*Relationships*	*Relationships*	*Relationships*
Spring	*Celebrating difference*	*Celebrating difference*	*Celebrating difference*	*Celebrating difference*
	Healthy me	*Healthy me*	*Healthy me*	*Healthy me*
Summer	*Dreams and goals*	*Dreams and goals*	*Dreams and goals*	*Dreams and goals*
	Changing me	*Changing me*	*Changing me*	*Changing me*

Concept	Coverage/context				
	KS1 *Age 6-7*	Year 3 *Age 7-8*	Year 4 *Age 8-9*	Year 5 *Age 9-10*	Year 6 *Age 10-11*
Being me in my world (Who am I? Understanding your own **identity** and how I fit well in the class, school and global community)	• Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on	• Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school	Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to	Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how	Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally

	self-learning and the learning of others	has a shared set of values	reach a consensus • Know that having a voice and democracy benefits the school community	democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process	Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
Relationships (Friends, family and other **relationships,** conflict resolution and communication skills, bereavement and loss)	Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes	Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener ==Know some strategies for keeping themselves safe online== Know how some of the actions and work of people around	Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of	Know that a personality is made up of many different characteristics, qualities and attributes ==Know that belonging to an online community can have positive and negative consequences== ==Know that there are rights and responsibilities in an online community or social network== ==Know that there are rights and responsibilities when playing a game online== ==Know that too much screen==	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them ==Know some of the dangers of being 'online'== ==Know how to use technology==

	change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	the world help and influence my life • Know that they and all children have rights (UNCRC) Know the lives of children around	relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	time isn't healthy Know how to stay safe when using technology to communicate with friends	safely and positively to communicate with their friends and family
Celebrating difference (Understanding **diversity**, respect, anti-bullying including cyber and homophobic bullying)	Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied • Know the difference	Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences	Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of	Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities

	between a one-off incident and bullying		Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change	children in the developing world	can lead amazing lives Know that difference can be a source of celebration as well as conflict
Healthy me (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)	Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies • Know which foods given their bodies energy	Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of	Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems /	Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be

			people drink alcohol Know ways to resist when people are putting pressure on them • Know what they think is right and wrong	disorders related to body image pressure Know what makes a healthy lifestyle	emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse
Dreams and goals (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society) **citizenship**	Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like • Know how to share success with other people	Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time	Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group • Know how to share in	Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can	Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them

			the success of a group	support young people in their own culture and abroad	
Changing me (Change, transition, relationships and **Sex Education)**	Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable	Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of	Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

			different emotions		

Social and emotional skills	Coverage/context				
	KS1 *Age 6-7*	**Year 3** *Age 7-8*	**Year 4** *Age 8-9*	**Year 5** *Age 9-10*	**Year 6** *Age 10-11*
Being me in my world	• Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried • Be able to work cooperatively	• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively	• Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a	Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school communit	Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is • Know how to regulate my emotions

			Learning Charter • **Be able to help friends make positive choices** • Know how to regulate my emotions	y benefits from a Learning Charter • **Be able to help friends make positive choices** • Know how to regulate my emotions	
Relationships	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships	Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being

	Can give and receive compliments Can say who they would go to for help if they were worried or scared	global community			
Celebrating difference	Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people	Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness	Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and

	because they are different Understand that everyone's differences make them special and unique	Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy
Healthy me	Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends	Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do	Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies • Be motivated to	Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure

				keep themselves healthy and happy	
Dreams and goals	Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time	Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others	Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements
Changing me	Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes	Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty	<mark>Can appreciate their own uniqueness and that of others</mark> • Can express how they feel about having children when they are grown up	<mark>Can celebrate what they like about their own and others' self- image and body-image</mark> • Can suggest ways to boost self-esteem of self	Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty

			and others	
• Show appreciation for people who are older	• Can say who they can talk to about puberty if they have any worries	• Can express any concerns they have about puberty	• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them	• Recognise how they feel when they reflect on the development and birth of a baby
• Can recognise the independence and responsibilities they have now compared to being a baby or toddler	• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry	• Can say who they can talk to about puberty if they are worried	• Can ask questions about puberty to seek clarification	• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
• Can say what greater responsibilities and freedoms they may have in the future	• Can identify changes they are looking forward to in the next year	• Can apply the circle of change model to themselves to have strategies for managing change	• Can express how they feel about having a romantic relationship when they are an adult	• Can celebrate what they like about their own and others' self-image and body-image
• Can say who they would go to for help if worried or scared	• Can suggest ways to help them manage feelings during changes they are more anxious about	• Have strategies for managing the emotions relating to change	• Can express how they feel about having children when they are an adult	• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
• Can say what types of touch they find comfortable/ uncomfortable			• Can express how they feel about becoming a teenager	
• Be able to confidently ask someone to stop if they are being hurt or frightened			• Can say who they can talk to if concerned about puberty or becoming a teenager/adult	
• Can say what they are looking forward to in the next year				