







LMTW Thematic PSHE Knowledge Progression

Skills Progression

PSHE Skills Adventurers 1 and 2 / Year 3 and 4

Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p> <p>PW24 Recognise why people work</p> <p>PW26 Recognise what influences the choices people make about how money is spent</p> <p>PW27 Reflect on the range of skills needed in different jobs</p> <p>PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising</p> <p>PW29 Face new challenges positively and know when to seek help</p> <p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW31 Reflect on own mistakes and make amends</p> <p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW33 Begin to make responsible choices and consider consequences</p> <p>PW34 Develop strategies for managing and controlling strong feelings and emotions</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW38 Extend strategies to cope with risky situations</p> <p>PW39 Behave safely and responsibility in different situations</p> <p>PW40 Follow school rules about health and safety and know where to get help</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW42 Identify strategies to respond to negative behaviour constructively and ask for help</p> <p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW65 Recognise how new relationships may develop</p>	<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci5 Work co-operatively, showing fairness and consideration to others</p> <p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Ci9 Recognise the need to take responsibility for actions</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci11 Identify and understand why laws are made and how they are applied justly</p> <p>Ci12 Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people's actions on others and the environment</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci16 Make decisions, giving consideration to the impact they may have on others</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p>

LMTW Thematic PSHE Knowledge Progression

Adventurers 1 / Y3	Adventurers 2 / Y4
<p><b>Come Fly With Me! Africa</b></p> <p> In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff is plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know where different foods come from</li> <li>• Know about and understand the function of different food groups for a balanced diet</li> <li>• Understand why it is important to be part of a community</li> <li>• Understand that we need to protect and care for animals</li> </ul>	<p><b>A World of Difference</b></p> <p> Pupils will explore their cultural and religious differences and similarities in this unit. They will discuss the term 'diversity' and how a diverse community can be very important to building tolerance and understanding between people of different backgrounds. They will then use their learning on the different religions to discuss similarities and differences between them.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'diversity' and appreciate diversity within school</li> <li>• Learn about the need for tolerance for those who are different from us</li> <li>• Understand and appreciate the range of different cultures and religions represented within school</li> <li>• Learn about the need for tolerance for those of different faiths and beliefs</li> </ul>
<p><b>That's All, Folks!</b></p> <p> PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that everyone has different strengths and weaknesses</li> <li>• Know how to set realistic targets</li> <li>• Understand how to break down the steps needed to achieve a goal</li> </ul>	<p><b>Cry Freedom</b></p> <p> Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'diversity' and appreciate diversity within school</li> <li>• Learn about the need for tolerance for those who are different from us</li> <li>• Know what child labour is</li> <li>• Understand some of the causes and consequences</li> <li>• Know some of the ways that we can help to eliminate child labour</li> </ul>
<p><b>Athens v Sparta</b></p> <p> In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in a group because each person has an important role to play. Pupils will discover that persistence can have negative effects especially when it comes to name-calling and other bullying behaviours.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise the difference between isolated hostile incidents and bullying</li> <li>• Know how to recognise bullying behaviour</li> <li>• Understand why it is important to listen to others</li> <li>• Understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>• Understand why it is important to work collaboratively</li> </ul>	<p><b>Law and Order</b></p> <p> Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why rules are needed in different situations</li> <li>• Recognise that rules may need to be changed</li> <li>• Understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> <li>• Understand why it is important to behave responsibly</li> <li>• Recognise that actions have consequences</li> </ul>

<p><b>Under the Canopy</b></p> <p>PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know and understand how the make-up of family units can differ</li> <li>• Understand how we are all connected by our similarities</li> <li>• Understand that family units can be different and can sometimes change</li> </ul>	<p><b>Lightning Speed</b></p> <p>In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• To begin to make responsible choices and consider consequences</li> <li>• To use ICT safely including keeping electronic data secure</li> <li>• To use ICT safely including using software features and settings</li> <li>• To know why social media, some computer games and online gaming, for example, are age restricted</li> </ul>
	<p><b>Picture Our Planet</b></p> <p>Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about and reflect on their own spending habits / choices</li> <li>• Understand why financial management and planning is important from a young age</li> </ul>



**Additional 3D PSHE Lessons**

**Adventurers 1 / Year 3**

Autumn 1	Autumn 2
<p><b>Core 2 Unit 5 Lesson 1: Friendship – Best Features</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> </ul> <p><b>Core 2 Unit 5 Lesson 2: Friendship – Circles Time</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> </ul> <p><b>Core 2 Unit 5 Lesson 3: Friendships – Falling Out</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul> <p><b>Core 2 Unit 5 Lesson 4: Friendships – The BAFAs</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• Understand why it is important to be positive in relationships with others</li> </ul> <p><b>Safe Zone Year 3 Lesson 1</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain what is meant by the term ‘identity’.</li> <li>• I can explain how I can represent myself in different ways online.</li> <li>• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media).</li> </ul>	<p><b>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – I am Who I am!</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• Know and understand the difference between the terms physical, emotional and mental</li> </ul> <p><b>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – Hearts and Minds</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Become more self-aware</li> </ul> <p><b>Core 1 Unit 1 Lesson 3: Physical, Emotional and Mental – Three in One</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why setting goals is important</li> </ul>
<p style="text-align: center;"><b>Spring 1</b></p> <p><b>Core 2 Unit 1 Lesson 1: Clear Messages – Dot, Dot, Dash</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are many ways to communicate</li> <li>• Understand the need to communicate clearly</li> </ul> <p><b>Core 2 Unit 1 Lesson 2: How to Listen – Listen Up!</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why it is important to listen to others</li> </ul> <p><b>Safe Zone Year 3 Lesson 2 Part 1</b> <b>Objectives</b></p>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>Core 3 Unit 2 Lesson 1: Different Communities – My Community</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why it is important to be part of a community</li> </ul> <p><b>Safe Zone Year 3 Lesson 4</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video).</li> </ul>

<ul style="list-style-type: none"> <li>• I can describe ways in which people who have similar likes and interests can get together online.</li> <li>• I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</li> <li>• I can explain some risks of communicating online with others I don't know very well.</li> <li>• I can explain why I should be careful who I trust online and what information I can trust them with.</li> <li>• I can explain how, and other peoples', feelings can be hurt by what is said or written online.</li> <li>• I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried.</li> <li>• I can explain what it means 'to know' someone online and why this might be different from knowing someone in real life.</li> <li>• I can explain what is meant by 'trusting someone online'. I can explain 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.</li> <li>• I can explain the importance of giving and gaining permission before sharing things online; How the principles of sharing online are the same as sharing offline e.g. sharing images and videos.</li> </ul> <p><b>Safe Zone Year 3 Lesson 2 Part 2</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can describe appropriate ways to behave towards other people online and why this is important.</li> <li>• I can give examples of how bullying behaviour could appear online and how someone can get support.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 websites).</li> </ul>
<p style="text-align: center;"><b>Spring 1 continued...</b></p> <p><b>Safe Zone Year 3 Lesson 3</b> <b>Objectives (Online Reputation)</b></p> <ul style="list-style-type: none"> <li>• I can search for information about myself online.</li> <li>• I can recognise that I need to be careful with how I share anything about myself or others online.</li> <li>• I can give examples of what anyone may or may not be willing to share about themselves online.</li> <li>• I know who I should ask if I'm not sure if I should put something online.</li> </ul> <p><b>Objectives (Managing Online Information)</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>• I can explain what autocomplete is and how to choose the best suggestion.</li> <li>• I can explain the difference between 'a belief', 'an opinion' and 'a fact' and give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</li> <li>• I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</li> <li>• I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	
<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Core 1 Unit 7 Lesson 1: Before Puberty – You've Grown!</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that the rate at which we grow differs from person to person</li> </ul> <p><b>Core 1 Unit 7 Lesson 2: Visible Changes – Mind the Gap</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to look after our teeth</li> <li>• Understand what happens when we lose teeth as grow up and why this happens</li> </ul> <p><b>Core 1 Unit 8 Lesson 1: How to Help – Who to Call</b> <b>Core 1 Unit 8 Lesson 2: Emergency Calls – Calling 999</b> <b>Core 1 Unit 8 Lesson 3: Ambulance, Now!</b> <b>Concepts</b></p>	<p style="text-align: center;"><b>Summer 2</b></p> <p><b>Core 1 Unit 2 Lesson 1: A Balanced Approach – Define: Healthy</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of the word 'healthy'</li> </ul> <p><b>Core 1 Unit 2 Lesson 2: Physical Exercise – Active Kids?</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the risks associated with an inactive lifestyle (including obesity)</li> <li>• Know the recommended guidelines for physical activity and understand the reasons for these</li> </ul> <p><b>Core 1 Unit 3 Lesson 3: Lifestyle Choices – It's Your Choice</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>

<ul style="list-style-type: none"> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> </ul> <p><b>Core 1 Unit 2 Lesson 4: Sleep – Sweet Dreams!</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul> <p><b>Safe Zone Year 3 Lesson 5</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can give reasons why I should only share information with people I choose to and can trust.</li> <li>• I can explain that if I am not sure or feel pressurised, I should ask a trusted adult.</li> <li>• I understand and can give reasons why passwords are important.</li> <li>• I can describe simple strategies for creating and keeping passwords private.</li> <li>• I can describe how connected devices can collect and share my information with others.</li> </ul>	<p><b>Core 2 Unit 2 Lesson 3: Shared Goals – Better Places</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to identify ways to improve the environment</li> <li>• Know how to spot problems and find ways of dealing with them</li> </ul> <p><b>Safe Zone Year 3 Lesson 6</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain why copying someone else's work from the internet without permissions can cause problems.</li> <li>• I can give examples of what those problems might be.</li> </ul>
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**Additional 3D PSHE Lessons**

**Adventurers 2 / Year 4**

<p style="text-align: center;"><b>Autumn 1</b></p> <p><b>Core 1 Unit 6 Lesson 5: Internet Use - Online Usage</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that for most people the internet is an integral part of life and has many benefits</li> <li>• Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing</li> </ul> <p><b>Core 1 Unit 6 Lesson 6: Internet Use – Age Limits</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know why social media, some computer games and online gaming, for example, are age restricted</li> <li>• To know where and how to report concerns and get support with issues online</li> </ul> <p><b>Safe Zone Year 4 Lesson 1</b></p> <p><b>Objectives (Online Relationships)</b></p> <ul style="list-style-type: none"> <li>• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms).</li> <li>• I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>• 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.</li> </ul> <p><b>Objectives (Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can recognise when someone is upset, hurt or angry online.</li> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>• 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).</li> </ul>	<p style="text-align: center;"><b>Autumn 2</b></p> <p><b>Core 3 Unit 3 Lesson 1: Gender Stereotypes – His and Hers</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know what a stereotype is, and how stereotypes can be unfair, negative and destructive</li> <li>• Know and understand the terms 'discrimination' and 'stereotype'</li> <li>• Challenge stereotypes relating to gender and work</li> </ul> <p><b>Core 2 Unit 3 Lesson 2: Self Worth – I'm A Marvel</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand what self-esteem is and why it is important</li> <li>• Know how to communicate their opinions in a group setting</li> </ul> <p><b>Core 1 Unit 5 Lesson 5: Feelings – Overreacting</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p><b>Safe Zone Year 4 Lesson 2</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>• 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.</li> </ul>
<p style="text-align: center;"><b>Spring 1</b></p> <p><b>Core 1 Unit 3 Lesson 3: Working With Food – Master Chef</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the principles of planning and preparing a range of healthy meals</li> </ul> <p><b>Core 1 Unit 3 Lesson 4: Working With Food – Our Food Hall</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn to prepare and cook a variety of dishes</li> </ul>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>Core 1 Unit 5 Lesson 6: Self-Respect – Let's R.O.C.K!</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about the importance of self-respect and how this links to their own happiness</li> </ul> <p><b>Safe Zone Year 4 Lesson 4</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain how my online identity can be different to my offline identity.</li> </ul>



<p><b>Safe Zone Year 4 Lesson 3</b> <b>Objectives (Online Reputation)</b></p> <ul style="list-style-type: none"> <li>I can describe how to find out information about others by searching online.</li> <li>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul> <p><b>Objectives (Managing Online Information)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; im-app purchases, pop ups) and can recognise some of these when they appear online.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>
<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Core 2 Unit 1 Lesson 3: Responding To Others – Agony Aunt</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to listen to others</li> </ul> <p><b>Core 2 Unit 1 Lesson 4: Expressing Opinions – It's Debatable</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know how to communicate their opinions in a group setting</li> <li>Understand why it is important to listen to others</li> </ul> <p><b>Core 1 Unit 5 Lesson 3: Loss / Separation – Left Behind</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul> <p><b>Safe Zone Year 4 Lesson 5</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images.</li> </ul>	<p style="text-align: center;"><b>Summer 2</b></p> <p><b>Core 2 Unit 4 Lesson 1: Connections – Paper Chains</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand that we are all connected by our similarities</li> </ul> <p><b>Safe Zone Year 4 Lesson 6</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>I can describe strategies for keeping personal information private, depending on the context.</li> <li>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</li> <li>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.</li> <li>I know what the digital age of consent is and the impact this has on online services asking for consent.</li> </ul>

**Key Vocabulary**

Come Fly With Me! Africa			A World Of Difference		That's All Folks			Cry Freedom	
plant	balanced	ethnicity	diversity	religion	strengths	work ethic	diversity	dangerous jobs	
animal	diet	cultural	stereotyping	beliefs	weaknesses	dream	discrimination	UNICEF	
protein	nutrition	poaching	discrimination	afterlife	talent	aspiration	stereotyping		
carbohydrate	healthy lifestyle	ivory	strengths		target		celebration		
vitamin	community		differences		goal		strengths		
fats			representation		aim		child labour		

**Key Vocabulary**

Athens Vs Sparta			Law and Order		Under The Canopy			Lightning Speed	
collaboration	self-evaluation	negative	rules	kinaesthetic	lost	relationships	connection	online safety	choices
group work	resilience	positive	responsibility	outcomes	missing	family unit	similarities	E-safety	social media
teamwork	persistence		expectations	teach	empathise	adopted	family change	privacy	gaming
share	frustration		planning	reflect	separation	fostered		personal	age limits
listen	bullying		visual	behaviour	found	parents		information	hacking
group roles	react		auditory		family tree	carers		secret	





## ADVENTURERS – Safe Zone

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

Adventurers 1 / Year 3		Adventurers 2 / 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 <b>avatar</b>; 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. <b>livestreaming</b>, 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, <b>chat</b>).</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>
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 <b>autocomplete</b> 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; <b>in-app purchases, pop-ups</b>) 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. <b>bots</b>) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by <b>fake news</b> 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>
<p><b>Privacy and Security</b></p>	<p><b>Copyright and Ownership</b></p>	<p><b>Privacy and Security</b></p>	<p><b>Copyright and Ownership</b></p>
<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.</p> <p>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 <b>digital age of consent</b> 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)**

<b>Adventurers 1 / Year 3</b>		<b>Adventurers 2 / Year 4</b>	
<b>Lesson 1 – Self-Image and Identity</b>		<b>Lesson 1 – Online Relationships &amp; Online Bullying</b>	
<p><b>Mission:</b>  <b>To create a new identity card to access the Safe Zone and to create an avatar for online presence.</b>                      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.  <b>Key Vocabulary</b>                      identity, avatar, safety, security, presence, breach, represent, change</p>		<p><b>Mission:</b>  <b>To understand downtime and how we should behave during it</b>                      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.  <b>Key Vocabulary</b>                      downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection</p>	
<b>Lesson 2 – Online Relationships &amp; Online Bullying</b>		<b>Lesson 2 – Health, Well-being and Lifestyle</b>	
<p><b>Mission:</b>  <b>Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests.</b>  <b>Part 2 - To understand cyber-bullying and offer advice on how to deal with it.</b>                      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.  <b>Key Vocabulary</b>                      communication, online, website, platform, chat, post, comment, bullying, advice, conversation</p>		<p><b>Mission:</b>  <b>To reflect on screen time and what you access online</b>                      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.  <b>Key Vocabulary</b>                      distraction, focus, concentration, engrossed, limit, screen time, technology, audit</p>	
<b>Lesson 3 – Online Reputation &amp; Managing Online Information</b>		<b>Lesson 3 – Online Reputation &amp; Managing Online Information</b>	
<p><b>Mission:</b>  <b>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.</b>                      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.  <b>Key Vocabulary</b>                      Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS</p>		<p><b>Mission:</b>  <b>To question the validity of online sources of information</b>                      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.  <b>Key Vocabulary</b>                      fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal</p>	

<p style="text-align: center;"><b>Lesson 4 – Health, Well-being and Lifestyle</b></p> <p><b>Mission:</b>  <b>To complete a reflective assessment of your current computing usage and activity.</b>          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.  <b>Key Vocabulary</b>          screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire</p>	<p style="text-align: center;"><b>Lesson 4 – Self-Image and Identity</b></p> <p><b>Mission:</b>  <b>To review online identity.</b>          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.  <b>Key Vocabulary</b>          violation, protocol, identity, impersonation, pretend, public, social media, implications</p>
<p style="text-align: center;"><b>Lesson 5 – Privacy and Security</b></p> <p><b>Mission:</b>  <b>To understand the practice of creating passwords for online files and identifying and generating good passwords.</b>          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.  <b>Key Vocabulary</b>          password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure</p>	<p style="text-align: center;"><b>Lesson 5 – Copyright and Ownership</b></p> <p><b>Mission:</b>  <b>To create an online portfolio being aware of copyright and ownership.</b>          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.  <b>Key Vocabulary</b>          portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>
<p style="text-align: center;"><b>Lesson 6 – Copyright and Ownership</b></p> <p><b>Mission:</b>  <b>To understand that work can be easily copied online and to consider the information I share.</b>          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.  <b>Key Vocabulary</b>          copy, ownership, free to use, license, copyright, purchase, infringement, legal action</p>	<p style="text-align: center;"><b>Lesson 6 – Privacy and Security</b></p> <p><b>Mission:</b>  <b>To create an online portfolio being aware of copyright and ownership.</b>          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.  <b>Key Vocabulary</b>          portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings</p>



## NAVIGATORS – YEAR 5&6






### Skills Progression

#### PSHE Skills Navigators 1 and 2 / Year 5 and 6

Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>PW47 Recognise how people manage money and learn about basic financial capability</p> <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW49 Look after their money and realise that future wants, and needs may be met through saving</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability</p> <p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW54 Begin to set personal goals</p> <p>PW55 Take action based on responsible choices</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p> <p>PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p>PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour</p> <p>PW59 Recognise when physical contact is acceptable and unacceptable</p> <p>PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p> <p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p>	<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p>Ci18 Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Ci19 Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others</p> <p>Ci20 Identify different forms of discrimination against people in societies</p> <p>Ci21 Discuss how people can live and work together to benefit their communities</p> <p>Ci23 Consider the main features of a democracy</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p> <p>Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making</p>



LMTW Thematic PSHE Knowledge Progression

Navigators 1 / Y5	Navigators 2 / Y6
<p><b>Come Fly With Me! America</b></p> <p> Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren't listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the importance of listening to others</li> <li>• Understand the role of the listener in any relationship</li> <li>• Recognise that there are many ways to communicate</li> <li>• Understand the need to both listen and speak when communicating with others</li> <li>• Understand the benefits of living in a diverse community and learn to celebrate diversity</li> </ul>	<p><b>A World of Bright Ideas</b></p> <p> In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to cook and apply the principles of nutrition and healthy eating</li> <li>• Prepare and cook with a variety of ingredients, using a range of cooking techniques</li> </ul>
<p><b>Full of Beans</b></p> <p> Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> <li>• Learn about budgeting and what it means to budget</li> <li>• Understand why financial management and planning is important from a young age</li> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> <li>• Understand why aspirations are important in helping to plan for the future</li> </ul>	<p><b>"I Have a Dream..."</b></p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that there are many situations in which collaboration is necessary</li> <li>• Understand the need to develop teamwork skills</li> <li>• Recognise that there are many roles within a community</li> <li>• Understand the need to collaborate in a group situation</li> <li>• Learn about cultural differences and how diverse cultures can enhance societies</li> <li>• Learn about gender discrimination and its impact</li> </ul>
	<p><b>Wars of the World</b></p> <p> In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be led into listening to and taking part in extreme activities. This unit uses the events of September 11<sup>th</sup> 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of resilience and courage</li> <li>• Recognise and know how to deal with situations involving peer pressure</li> <li>• Recognise the features of extremism</li> <li>• Identify why and how people are recruited into extremist activity</li> <li>• Identify some of the stereotypes relevant to extremism</li> <li>• Understand how extremism can lead to harm</li> </ul>



- Recognise extremism and radicalisation
- Identify why and how people are recruited into radicalised activity
- Identify the risks faced in relation to extremist activity
- Understand how they can lead to harm
- Identify some of the stereotypes relevant to radicalisation

**Additional 3D PSHE Lessons**

**Navigators 1 / Year 5**

Autumn 1	Autumn 2
<p><b>Core 3 Unit 1 Lesson 1: Structure – Just Imagine</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand why structure is needed in different situations</li> <li>Understand the term ‘anarchy’ and understand the implications of living in an anarchic society</li> </ul> <p><b>Core 3 Unit 1 Lesson 2: Law and Order – In Charge</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know and understand the meaning of the following :- democracy, sovereignty, dictatorship, government, monarchy</li> </ul> <p><b>Core 3 Unit 1 Lesson 3: U.N Rights – Our Rights</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Learn about organisations such as the United Nations</li> <li>Understand the importance and significance of equal rights</li> </ul> <p><b>Safe Zone Year 5 Lesson 1</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>I can explain what app permissions are and can give some examples.</li> <li>I can explain what a strong password is and demonstrate how to create one.</li> </ul>	<p><b>Core 2 Unit 4 Lesson 5: Online Relationships – A Risky Business</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul> <p><b>Core 1 Unit 5 Lesson 1: Drugs – Just Say No!</b> <b>Core 1 Unit 5 Lesson 2: Alcohol – Drink Aware</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul> <p><b>Core 1 Unit 4 Lesson 1: Death and Grief – It’s Natural</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other’s feelings</li> </ul> <p><b>Core 1 Unit 4 Lesson 2: Death and Grief- Poppies</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</li> </ul> <p><b>Safe Zone Year 5 Lesson 2</b> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>I can explain how identity online can be copied, modified or altered.</li> <li>I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>
Spring 1	Spring 2
<p><b>Core 1 Unit 5 Lesson 3: Tobacco – Up In Smoke</b> <b>Core 1 Unit 5 Lesson 4: Substance Abuse - Let’s Be Frank</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul> <p><b>Safe Zone Year 5 Lesson 3</b> <b>Objectives (Online Reputation)</b></p> <ul style="list-style-type: none"> <li>I can search for information about an individual online and summarise the information found.</li> <li>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</li> </ul> <p><b>Safe Zone Year 5 Lesson 3</b> <b>Objectives (Managing Online Information)</b></p> <ul style="list-style-type: none"> <li>I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</li> </ul>	<p><b>Core 1 Unit 1 Lesson 1: Physical, Emotional and Mental – 3-Dimensional</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>Know about the basic synergy between physical emotional and mental health</li> </ul> <p><b>Core 1 Unit 1 Lesson 2: Physical, Emotional and Mental – What’s Puberty</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul> <p><b>Core 1 Unit 1 Lesson 3: Healthy Lifestyle – You Choose!</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know and understand the characteristics and mental and physical benefits of an active lifestyle</li> <li>Understand the importance of making changes in adopting a more healthy lifestyle</li> </ul> <p><b>Safe Zone Year 5 Lesson 4</b> <b>Objectives</b></p>

- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.
- I can evaluate digital content and can explain how to make choices about what is trustworthy e/g/ differentiating between adverts and search results.
- I can explain key concepts including: information, reviews, facts, opinions, belief, validity, reliability and evidence.
- I can identify ways the internet can draw us to information for different agendas e.g. website notifications, pop-ups, targeted ads.
- 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).
- I can explain what is meant by the term 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.
- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

**Summer 1**

**Core 1 Unit 2 Lesson 1: Food Choices – Secret Eaters**

**Concepts**

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know about the different food groups and their related importance as a part of a balanced diet
- Develop an awareness of their own dietary needs

**Core 2 Unit 1 Lesson 1: Confidentiality – Secret Info**

**Concepts**

- Know the importance of permissions-seeking and giving in relationships with friends, peers and adults
- Recognise that there are many different ways to communicate
- Understand the need for confidentiality in certain situations

**Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive**

**Concepts**

- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know about and understand the importance of touch in a range of contexts
- Know the difference between appropriate and inappropriate touches
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult

**Safe Zone Year 5 Lesson 5**

**Objectives**

- I can assess and justify when it is acceptable to use the work of others.
- I can give examples of content that is permitted to be reused and know how this content can be found online.

- I can describe ways technology can affect health and well-being both positively (e.g. well-being apps) and negatively.
- I can describe some strategies, tips or advice to promote health and well-being with regards to technology.
- 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.
- I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

**Summer 2**

**Core 1 Unit 5 Lesson 5: Basic First Aid – First Aid Tips**

**Concepts**

- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries

**Safe Zone Year 5 Lesson 6**

**Objectives (Online Relationships)**

- I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
- 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 / our/ fault.
- 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).
- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- I can demonstrate how to support others (including those who are having difficulties) online.

**Objectives (Online Bullying)**

- I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.
- I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
- I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
- I can explain how to block abusive users.
- I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

### Additional 3D PSHE Lessons

#### Navigators 2 / Year 6

Additional 3D PSHE Lessons	
Navigators 2 / Year 6	
Autumn 1	Autumn 2
<p><b>Core 1 Unit 3 Lesson 1: Identified Strengths – Big Dreams</b>  <b>Core 1 Unit 3 Lesson 2: Identified Strengths – Big Achievers</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Be able to reflect on past achievements</li> <li>Recognise achievements of others as being worthwhile and important</li> </ul> <p><b>Core 1 Unit 5 Lesson 6: Internet Safety – Fake News</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul> <p><b>Safe Zone Year 6 Lesson 1</b>  <b>Objectives (Online Reputation)</b></p> <ul style="list-style-type: none"> <li>I can explain the ways in which anyone can develop a positive online reputation.</li> <li>I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.</li> </ul> <p><b>Objectives (Managing Online Information)</b></p> <ul style="list-style-type: none"> <li>I can explain how search engines work and how results are selected and ranked.</li> <li>I can explain how to use search technologies effectively.</li> <li>I can describe how some online information can opinions and can offer examples.</li> <li>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.</li> <li>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).</li> <li>I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.</li> </ul>	<p><b>Core 1 Unit 3 Lesson 3: Setting Goals – Super Futures</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>To set personal goals</li> <li>To think about their own strengths and weaknesses when setting goals</li> </ul> <p><b>Core 1 Unit 3 Lesson 4: Setting Goals – I can do that!</b></p> <ul style="list-style-type: none"> <li>To be able to see how their learning now can influence their future learning and work choices</li> <li>Be aware of a wide range of careers, opportunities and job choices available to them at local colleges</li> </ul> <p><b>Safe Zone Year 6 Lesson 2</b>  <b>Objectives (Online Relationships)</b></p> <ul style="list-style-type: none"> <li>I can explain how sharing something online may have an impact either positively or negatively.</li> <li>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.</li> <li>I can describe how things shared privately online can have unintended consequences for others e.g. screen grabs.</li> <li>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.</li> </ul> <p><b>Objectives (Online Bullying)</b></p> <ul style="list-style-type: none"> <li>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>I can explain how someone would report online bullying in different contexts.</li> </ul>
<p style="text-align: center;"><b>Spring 1</b></p> <p><b>Core 1 Unit 1 Lesson 4: Physical Illness - Bleugh!</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> </ul> <p><b>Core 1 Unit 1 Lesson 6: Immunisation – One Sharp Scratch</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know the facts and science relating to allergies, immunisation or vaccination</li> </ul> <p><b>Safe Zone Year 6 Lesson 3</b>  <b>Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>I can explain the importance of asking until I get the help I need.</li> </ul>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>Core 1 Unit 1 Lesson 5: Healthy Minds – Young Minds</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul> <p><b>Core 2 Unit 4 Lesson 4: Mental Wellbeing – Mind Business</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul> <p><b>Core 2 Unit 3 Lesson 1: Race and Ethnicity – United States</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know the importance of self-respect and how this links to their own happiness</li> <li>Learn about racial discrimination and its impact on societies, past and present</li> </ul>

	<p><b>Safe Zone Year 6 Lesson 4</b>  <b>Objectives (Health, Wellbeing and Lifestyle)</b></p> <ul style="list-style-type: none"> <li>• I can describe common systems that regulate age-related content (e.g. PGI, BBFC, parental warnings) and describe their purpose.</li> <li>• I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.</li> <li>• I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</li> <li>• 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).</li> </ul>
<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Core 2 Unit 4 Lesson 3: Marriage – I Promise...</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that marriage represents and formal legally recognise commitment for two people to each other which is intended to be lifelong</li> </ul> <p><b>Core 2 Unit 4 Lesson 2: Support and Care – Connections</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that relationships can change as a result of growing up</li> </ul> <p><b>Safe Zone Year 6 Lessons 5 and 6</b>  <b>Objectives (Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>• I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</li> <li>• I can explain what to do if a password is shared, lost or stolen.</li> <li>• I can describe how and why people should keep their software and apps up to date e.g. auto updates.</li> <li>• I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>• 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. scans, phishing).</li> <li>• I know that online services have terms and conditions that govern their use.</li> </ul> <p><b>Objectives (Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>• I can demonstrate how to make references to and acknowledge source I have used from the internet.</li> </ul>	<p style="text-align: center;"><b>Spring 2 continued...</b></p> <p><b>Safe Zone Year 6 Lesson 4</b>  <b>Objectives (Managing Online Information)</b></p> <ul style="list-style-type: none"> <li>• I understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> <li>• 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.</li> <li>• I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how some might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</li> <li>• I can describe the different between online misinformation and disinformation.</li> <li>• 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).</li> <li>• I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</li> </ul> <p style="text-align: center;"><b>Summer 2</b></p> <p><b>Core 3 Unit 4 Lesson 1: Generating Income – Making Money</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles of enterprise</li> <li>• Understand profit and loss</li> </ul> <p><b>Core 3 Unit 4 Lesson 2: Generating Income – Raising Money</b>  <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles of charity work</li> </ul>

Key Vocabulary					
Come Fly With Me! America		A World of Bright Ideas		Full Of Beans	
listening	misinterpretation	ingredient	review	interest	planning
cross-cultural	misinformation	teamwork	score	budget	value
understanding	collaborating	food invention		VAT	tax
ignored	planning	menu		discount	loan
reflection	event	success criteria		percentage	salary
UN				financial	

Key Vocabulary			
"I Have A Dream"		Wars of the World	
collaboration	festival	vulnerable	parallel
roles	tradition	extremism	extreme
community	gender	resilience	terrorism
charter	stereotype	radicalisation	Ground Zero
culture	aspirations	courage	World Trade Centre
difference		misinformation	internet



## NAVIGATORS – Safe Zone

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

Navigators 1 / Year 5		Navigators 2 / Year 6	
<p><b>Self-Image and Identity</b></p> <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><b>Online Relationships</b></p> <p>I can give examples of technology-specific forms of communication (e.g. <b>emojis, memes and GIFs</b>).</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 /our 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><b>Self-Image and Identity</b></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><b>Online Relationships</b></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. <b>screen-grabs</b>.</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>
<p><b>Online Reputation</b></p> <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><b>Online Bullying</b></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 <b>'banter'</b>) 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 <b>helpline services</b> which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p><b>Online Reputation</b></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 <b>'digital personality'</b> and online reputation, including degrees of <b>anonymity</b>.</p>	<p><b>Online Bullying</b></p> <p>I can describe how to capture bullying content as evidence (e.g. <b>screen-grab, URL, profile</b>) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>
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 <b>sceptical</b>'; I can give examples of when and why it is important to be 'sceptical'. 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. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, <b>pop-ups</b>, 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 <b>vloggers, content creators, influencers</b>).</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 <b>fake news</b> may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a '<b>hoax</b>'. 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. <b>in-app purchases, loot boxes</b>) 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 '<b>ad targeting</b>' and targeting for <b>fake news</b>).</p> <p>I understand the concept of <b>persuasive design</b> 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 <b>misinformation</b> and <b>dis-information</b>.</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. <b>PEGI, BBFC</b>, 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 <b>persuasive design</b> 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. <b>night-shift mode</b>, regular breaks, correct posture, sleep, diet and exercise).</p>
<p style="text-align: center;"><b>Privacy and Security</b></p>	<p style="text-align: center;"><b>Copyright and Ownership</b></p>	<p style="text-align: center;"><b>Privacy and Security</b></p>	<p style="text-align: center;"><b>Copyright and Ownership</b></p>
<p>I can explain what a <b>strong password</b> 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, <b>likes</b>, images, videos, voice, messages, <b>geolocation</b>) 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. <b>scams, phishing</b>).</p> <p>I know that online services have <b>terms and conditions</b> 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>

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

Navigators 1 / Year 5	Navigators 2 / Year 6
<p align="center"><b>Lesson 1 – Privacy and Security</b></p> <p><b>Mission:</b>  <b>To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions</b>                      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.</p> <p><b>Key Vocabulary</b>                      permissions, data, accept, company, money, profit, password, strong, special character, share, secure</p>	<p align="center"><b>Lesson 1 – Online Reputation &amp; Managing Online Information</b></p> <p><b>Mission:</b>  <b>To ensure your digital identity is protected and spot when something online might not be as it seems</b>                      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'.</p> <p><b>Key Vocabulary</b>                      digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being</p>
<p align="center"><b>Lesson 2 – Self-Image and Identity</b></p> <p><b>Mission:</b>  <b>To update our avatar for online presence and demonstrate a positive online presence</b>                      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><b>Key Vocabulary</b>                      copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change</p>	<p align="center"><b>Lesson 2 – Online Relationships &amp; Online Bullying</b></p> <p><b>Mission:</b>  <b>To debate whether the sharing of certain content online is okay</b>                      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><b>Key Vocabulary</b>                      debate, decisions, actions, reactions, consequences, communication, historical, future, sharing</p>
<p align="center"><b>Lesson 3 – Online Reputation &amp; Managing Online Information</b></p> <p><b>Mission:</b>  <b>Be sceptical and evaluate digital content before taking it as fact</b>                      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><b>Key Vocabulary</b>                      influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction</p>	<p align="center"><b>Lesson 3 –Self-Image and Identity</b></p> <p><b>Mission:</b>  <b>To understand and challenge stereotypes online</b>                      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><b>Key Vocabulary</b>                      stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration</p>

<p style="text-align: center;"><b>Lesson 4 – Health, Well-Being and Lifestyle</b></p> <p><b>Mission:</b>  <b>To understand the effect technology can have on our health and well-being both positive and negative</b>          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><b>Key Vocabulary</b>          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;"><b>Lesson 4 – Health, Well-Being and Lifestyle &amp; Managing Online Information</b></p> <p><b>Mission:</b>  <b>To understand the challenges we face while using technology and identify strategies to stay healthy</b>          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><b>Key Vocabulary</b>          Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction</p>
<p style="text-align: center;"><b>Lesson 5 – Copyright and Ownership</b></p> <p><b>Mission:</b>  <b>To understand when online content can be reused and give examples</b>          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.</p> <p><b>Key Vocabulary</b>          reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution</p>	<p style="text-align: center;"><b>Lesson 5 &amp; 6 – Privacy and Security &amp; Copyright and Ownership</b></p> <p><b>Mission:</b>  <b>To understand good practice in terms of privacy and security and pass this on to others</b>          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.</p> <p><b>Key Vocabulary</b>          passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice</p>
<p style="text-align: center;"><b>Lesson 6 – Online Relationships &amp; Online Bullying</b></p> <p><b>Mission:</b>  <b>To create an anti-cyberbullying video</b>          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.</p> <p><b>Key Vocabulary</b>          communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying</p>	



## End Goals

### Adventurers / LKS2

Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment.

By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively.

Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle.

Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.

### Navigators / UKS2

Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it.

In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11<sup>th</sup> 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies.

As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.