

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>right – what a person is entitled to living in this country.</p> <p>United Nations - The United Nations is an international organization founded in 1945. Currently made up of 193 Member States. A place on Earth where all the world's nations can gather together, discuss common problems, and find shared solutions that benefit all of humanity.</p> <p>responsible - expected to take care of particular duties and jobs.</p>	<p>What their basic rights are.</p> <p>What the United Nations Convention on the Rights of the Child is.</p> <p>People, including themselves, are responsible, at a variety of levels, for ensuring that these rights are protected.</p> <p>There are connections between rights, rules and responsibilities.</p>	<p>Their basic human rights and their roles and responsibility in ensuring that these are protected.</p> <p>What the United Nations is and its roles in their lives – linked to the Convention of the Rights of the Child.</p> <p>What ground rules are and the importance of having these in the school context.</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>IS Internet Safety & Harms</p> <p>State some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p>

<p>ground rules - basic rules governing the behaviour in a given situation</p> <p>School Council – A group of children in a school who help to make decisions.</p> <p>MP – Member of Parliament. An elected official voted to represent an area of the country.</p> <p>democracy – a country where the population have the right to vote for their ruler.</p> <p>local council – the most common type of local authority, are made up of councillors who are elected by the public in local elections. Councillors work with local people and partners, such as local businesses and other organisations, to agree and deliver on local priorities.</p> <p>Convention of the Rights of the Child - It is the most complete statement of children’s rights ever produced and is the most widely-</p>	<p>How to create ground rules for their class. What these look like and practically as well as possible consequences if the rules are not followed.</p> <p>Why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making.</p> <p>About the role of parliament and different settings - MPs, as well as local councils and councillors and how these are similar to and different from their own school council.</p>	<p>What rules and laws are and how and why they are sometimes broken.</p> <p>What parliament is. What an MP and local council/ councillors are.</p> <p>Their roles and influence in our lives and how these compare to a school council.</p>	<p>Explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support.</p> <p>Explain the conventions of courtesy and manners in some different settings.</p> <p>Explain why rules and laws are needed in society and explain some reasons why people sometimes break them.</p> <p>Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.</p> <p>Express their views on a moral or social question and listen to the views of others.</p>
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<p>ratified international human rights treaty in history.</p> <p>parliament – a group of people who make the laws for a country</p> <p>society - the members of a community or group considered together.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Autumn 2



Unit: My Emotions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>overwhelming - to feel burdened with too much of something.</p>	<p>What an emotion is and how to recognise these.</p>	<p>How to recognise their own emotions and those of others, including how we might express and respond to those feelings.</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p>

<p>stress - a condition of strain or tension</p> <p>boredom - the state of being bored or of not feeling interested.</p> <p>anxious - feeling worried, nervous, or afraid about something uncertain</p> <p>anger - a strong emotion brought on by a person or thing that causes one great pain or trouble.</p> <p>manage - help to control</p> <p>strategy - A plan of action intended to accomplish a specific goal.</p> <p>assertiveness - Boldly self-assured; confident without being aggressive</p> <p>emotions - A person's internal state of being and response to an object or a situation</p> <p>mixed emotions - more than one feeling about something.</p>	<p>About a range of feelings, including moods and mixed emotions.</p> <p>The language to describe their emotions and learn how they might recognise them in themselves and others.</p> <p>What prompts different feelings in themselves and others and how they might avoid, or deal with, situations which make them upset, angry or become overwhelmed.</p> <p>How to explore ways to deal with different emotions, with a focus on worry, boredom and stress and how those emotions affect how we think, feel and behave.</p> <p>The different ways in which we might react to strong or overwhelming emotions, in ourselves and others, and ways to manage them.</p> <p>Strategies to use to calm and relax ourselves or to make us feel more positive.</p>	<p>How it helps to talk to someone about their emotions and the language that helps them to do this.</p> <p>What might cause different emotions and the ways in which they can deal with these.</p> <p>That they can develop the tools that they need to deal with different emotions and what these are.</p> <p>That there are different ways in which people might react to overwhelming emotions and the possible strategies to use to help to deal with these.</p>	<p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Recognise and describe feelings in themselves and others, including mixed emotions and moods.</p> <p>Communicate effectively how they are feeling, including reasons for that feeling.</p> <p>Regularly use some strategies to manage their feelings, including calming and relaxing themselves.</p> <p>Develop strategies for understanding and responding sensitively to others' emotions.</p> <p>Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</p> <p>Understand why and how they might become overwhelmed by</p>
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<p>network of support – A group of people who someone trusts</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>	<p>What assertiveness is and when and how to be assertive.</p> <p>What a Networks of Support is, identifying the people they can talk to about their feelings and considering when and how they might do this.</p>	<p>What assertiveness is and how to be assertive.</p> <p>What a network of support is and who the people in their network are.</p>	<p>strong emotions and have some strategies to help themselves, including asking for help.</p> <p>Use a simple problem solving process and sometimes support others to do so too.</p> <p>Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Spring 1



Unit: Working Together



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p>persevere - to continue steadfastly in a task or course of action or hold steadfastly to a belief or commitment, esp. when met with opposition or difficulties; persist.</p> <p>strength – something someone is particularly good at</p> <p>skill - the power or ability to perform a task well, especially because of training or practice</p> <p>develop – to bring out the potential of something</p> <p>career – a job. The work someone chooses to do through life</p> <p>reflect – to look back on something and consider its success</p> <p>collaborate – to work together constructively</p> <p>goals – targets to hold for possible future achievements</p>	<p>They should reflect on their own behaviours and how to do this.</p> <p>Everyone has strengths and skills and that everyone has the ability to develop new skills.</p> <p>The skills that people possess can impact a future career path.</p> <p>Personal goals can help to motivate them.</p> <p>How to set and achieve personal goals.</p> <p>The benefits of working as part of a group and to reflect on how they work with others.</p> <p>The different roles they can take on in group work situations.</p> <p>That ground rules can help people to successfully work together.</p> <p>What good communication skills are.</p>	<p>The importance of reflection on a task and on their own behaviour.</p> <p>Their own strengths and the importance of developing new skills</p> <p>How to develop new skills</p> <p>The skills that they possess now can have a positive impact on their future</p> <p>What a goal is and the importance of setting these</p> <p>The benefit of group work and the importance of working positively within a group.</p> <p>They can take on different roles when working within a group.</p> <p>The importance of setting ground rules when working in a group</p> <p>Why good communication is needed in a group setting</p> <p>What evaluation is and how to use this with regards to their behaviour and contribution to group work</p> <p>What positive and constructive feedback are and the importance of both of them</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Identify their own strengths and skills, those of others and know how these can complement each other.</p> <p>Talk about skills they would like to develop and hopes for the future.</p> <p>Understand that the ability to learn is a valuable skill.</p> <p>Know some skills which might be useful in a range of jobs.</p> <p>Communicate effectively, using listening, negotiation, debating and chairing skills.</p> <p>Recognise influences on their decision making, including the</p>
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<p>ground rules - basic rules governing the behaviour in a given situation</p> <p>communication - the sharing or exchange of messages, information, or ideas.</p> <p>evaluate - to reflect upon what has happened or a task carried out</p> <p>constructive feedback - to give people feedback that provides next steps that help them to move forward in a positive way</p> <p>positive feedback - feedback that highlights someone's strengths or what they did well</p> <p>feedback - the giving back of opinions, corrections, or other comments from people who have been presented with something like a product, process, or event.</p>	<p>How to evaluate a group task and discuss strengths and next steps.</p> <p>How to give positive and constructive feedback</p>		<p>media.</p> <p>Know how to persevere.</p> <p>Use evaluation and feedback to inform future work.</p>
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Subject: PSHE

Year: 6

Term: Spring 2



Unit: Managing Risk



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>risk - a chance of getting hurt or losing something.</p> <p>physical – of the body</p> <p>social – living in groups or communities.</p> <p>emotional - having to do with the feelings, including how one feels about oneself in relation to others</p> <p>positive – bringing something good, or giving some kind of advantage</p>	<p>What risk taking is and explore the positive and negative aspects of risk taking.</p> <p>What physical, social and emotional risks are.</p> <p>The situations where they have responsibility for their own safety and that of others.</p> <p>A range of strategies that they can practise to reduce risk.</p> <p>Ways of getting help from known and unknown adults in an</p>	<p>The positive and negative aspects of risk taking.</p> <p>The benefits and consequences of taking physical, social and emotional risks.</p> <p>When and why they are responsible for their own safety.</p> <p>What risk is and how they can reduce it.</p> <p>Different ways that they can get help in an emergency.</p> <p>What constitutes a risky situation and ways to identify these.</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>HP Health & Prevention</p> <p>BFA Basic First Aid</p> <p>Describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts</p>

<p>negative - damaging or undesirable; bad.</p> <p>strategy - a plan, method, or series of actions meant to perform a particular goal or effect.</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>emergency - a serious situation or sudden crisis that calls for fast action.</p> <p>accident- an event that happens by chance, especially a harmful one.</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>safety - the condition of being safe from danger.</p>	<p>emergency (even when getting attention is difficult).</p> <p>How to identify new risky situations due to increasing independence and consider safety implications.</p> <p>That there can be possible safety issues when cycling and what they are.</p> <p>That there are benefits to being outside, but it is important to keep safe in the sun.</p> <p>About different situations that could pose a risk to their safety, such as on public transport, near the railway and how to stay safe in these.</p> <p>The basic procedures for first aid.</p> <p>The number to dial to make an emergency call.</p> <p>They have a growing responsibility for their own safety and that there are actions that they can take to</p>	<p>How to identify safety issues when cycling and develop understanding of how to stay safe on the roads.</p> <p>How to identify some benefits of being outside and have strategies to keep themselves safer in the sun.</p> <p>How to identify a wider range of situations where they might encounter risk e.g. on public transport, near the railway and have strategies to stay safer.</p> <p>How to understand and practise basic procedures for first aid and making an emergency call.</p> <p>How to understand their growing responsibility and possible actions to prevent a wider range of accidents at home and at school.</p>	<p>Describe ways their levels of responsibility are changing</p> <p>Describe strategies for getting help from known and unknown adults, even when this is difficult</p> <p>Describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian</p> <p>Describe strategies to keep safer in the sun</p> <p>Describe some first aid procedures to be used in familiar and unfamiliar situations.</p>
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	prevent accidents at home and at school.		
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Spring 2



Unit: Body Image



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>body image - how a person feels and thinks about how their body looks</p> <p>positive body image - feeling happy and confident about how your body looks and appreciating what it can do.</p>	<p>The idea of attractiveness is subjective, i.e. people will view it differently.</p> <p>What a positive body image is.</p> <p>Some ways in which their school supports and could support children to feel good about themselves.</p>	<p>What attractiveness is and that it is viewed differently by different people.</p> <p>That people can have positive and negative body images.</p> <p>They can support each other to feel good about themselves.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Health Education:</p>

<p>negative body image - feeling unhappy or worried about how your body looks, often wishing it looked different.</p> <p>attractiveness - qualities that make someone feel nice to look at or be around.</p> <p>subjective - based on personal feelings, opinions, or experiences rather than facts—different people may see or feel it differently.</p> <p>support - being kind and helpful to someone when they feel sad, worried, or need a friend.</p> <p>influence - the power to change or affect how someone thinks, feels, or acts.</p> <p>fashionable - popular and stylish, or wearing clothes and accessories that are currently in style</p> <p>popular - liked or enjoyed by many people.</p> <p>media - different ways of sharing information and entertainment, like</p>	<p>Some influences on their views of themselves, including decisions about what to wear.</p> <p>Some of the messages given by the media and how these are sometimes different for boys and girls.</p> <p>What they admire in other people, whether famous or known to them.</p> <p>It is possible for people to represent themselves in a number of ways, both visually and in writing.</p> <p>What it means to have a positive body image, what might influence this and reflect on their feelings about their own body.</p> <p>There are links between puberty and body image.</p> <p>What is possible and desirable to change about themselves</p>	<p>The school supports them to feel good about themselves.</p> <p>While people may have stereotypes of how a man or woman should look or behave, they have some choice about the kind of adult that they grow into and how they represent themselves.</p> <p>That everyone possesses characteristics that others can admire.</p> <p>What positive and negative body images are and that fact that there are many possible influences to this.</p> <p>Someone’s character is more important than their appearance.</p>	<p>MW Mental Wellbeing</p> <p>Understand why is it important to accept and feel proud of who we are.</p> <p>Know what the word ‘unique’ means and what they feel proud of about themselves.</p> <p>Know what we have got in common and how are we different</p> <p>Understand how others’ expectations of girls and boys might affect people’s feelings and choices.</p> <p>Know what stereotypes are unfair and how these can be challenged.</p> <p>Understand how friends and the media persuade and influence me.</p> <p>Understand changes that I and my peers have already experienced and what might happen in the future.</p>
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<p>television, radio, newspapers, and the internet.</p> <p>Representation - showing or depicting someone or something in a certain way</p> <p>appearance - how someone or something looks, including their physical features and style.</p> <p>character - the set of qualities, traits, and values that define how they think, feel, and behave, showing who they really are inside.</p>	<p>The difference between someone's character and appearance</p>		
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Summer 2



Unit: Relationship and Sex Education



Vocabulary

Knowledge

Understanding

Skills

	Children will know (that)	Children will understand (that)	Children will be able to
<p>conceive - to become pregnant with.</p> <p>puberty – the stage or age at which a person experiences the maturation of the reproductive system</p> <p>sanitary products - eg. sanitary towel, tampon, period pants. Products used during people’s periods.</p> <p>body odour – the smell of a person’s unwashed body</p> <p>deodorant – a product which removes or conceals unpleasant smells, including body odour.</p> <p>relationship - a connection between people.</p> <p>marriage - the state of two people being joined by law, having pledged to be faithful to one another all their lives as a couple</p>	<p>About different ways babies are conceived and born, including sexual reproduction and sexual intercourse.</p> <p>How to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</p> <p>That they have some responsibility for the feelings and wellbeing of others.</p> <p>There should be stable, caring relationships in a family to ensure children are cared for securely.</p> <p>The reasons people enter marriage, civil partnerships e.g. love, trust, commitment.</p> <p>And respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p>	<p>The different ways that babies are conceived and born.</p> <p>What sexual intercourse is and how it can make babies</p> <p>That their emotions will change during the course of puberty. How to express their emotions positively.</p> <p>That their actions can impact the feelings and well-being of others.</p> <p>How people in a family should care for each other to keep everyone safe and secure</p> <p>Why people enter marriages and civil partnerships. That not everyone chooses to get married.</p> <p>Different family structures.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>CAB Changing Adolescent Body</p> <p>Describe the main stages of sexual reproduction, using some scientific vocabulary</p> <p>Describe some emotions associated with the onset of puberty and have strategies to deal with these positively</p> <p>Understand that puberty affects people in different ways, both physically and emotionally</p> <p>Understand that the way they behave affects others and that they</p>

<p>civil partnership - a legal relationship which can be registered by two people who aren't related to each other.</p> <p>Female:</p> <p>breasts - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The nipple is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p>cervix - This is the structure which forms the neck of the womb. It is a muscular ring which opens and closes especially during birth. During pregnancy it holds very tightly shut to keep the baby safe in the uterus.</p> <p>clitoris - The clitoris is a small pea shaped bump and joining point of the inner labia.</p> <p>fallopian tube - There are two fallopian tubes. Each one connects an ovary to the womb. This is the</p>			<p>have some responsibility to others to make sure they are not hurt</p> <p>Describe some characteristics of loving, trusting relationships</p> <p>Understand a few reasons a couple might choose to have children</p> <p>Show awareness of some family arrangements which are different from their own.</p>
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tube down which the egg travels from the ovary.

labia - The labia are folds of skin which protect the opening to the vagina. They enlarge during puberty. There are both inner and outer labia.

ovary - There are two ovaries in each female reproductive system. They release eggs into the fallopian tubes, which in turn guide the eggs into the womb.

ovulation - the process of releasing an egg from the ovary.

ovum - (ova-plural, ovum-singular). Female egg cell

perineum - This is the skin between the opening of the vagina and the anus.

uterus - the organ of the female body where the fertilised egg begins to grow. It is the place where the foetus grows and develops throughout a pregnancy.

vagina - The vagina is also called the birth canal. Technically it is an internal structure. However the term is commonly used to refer to the external sex organs of females.

womb - See Uterus

Male:

ejaculation - This is the contraction of muscles in the penis which pushes semen from the testes and out of the penis.

penis - The penis performs two functions in males. It passes urine through the urethra from the bladder. The penis is the main male sexual organ.

scrotum - This is the pouch of skin which holds the testicles. During puberty the scrotum enlarges so that the testes hang away from the body where it is the right temperature for sperm production. When the testes are exposed to cold the scrotum contracts and moves the testes closer to the body.

semen - The whitish fluid that carries sperm and is ejaculated from the body during an orgasm.

seminal vesicle - This is the small sack which contains a liquid which is added to sperm to make semen.

sperm - This is the male reproductive cell which is capable of fertilising an egg. It is carried in semen into the female uterus.

sperm duct - (spermatic cord) - These long tubes connect each testicle to the seminal vesicle, so the sperm can pass along.

testicle /testis (testis-singular, testes-plural) - The male reproductive organ where sperm is produced.

urethra - This tube, found in both males and females carries urine from the bladder out of the body.

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Summer 2



Unit: Financial Capability



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>pension – money people can get when they have retired</p> <p>tax - money people pay to the government to help fund services like schools and roads. There are different types, such as income tax and sales tax</p> <p>insurance - protection against financial loss. You pay a regular fee, and if something bad happens, the insurance company helps cover the costs.</p>	<p>What trade is and what currencies are.</p> <p>Different jobs require different skills and are paid at different rates.</p> <p>What is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community.</p>	<p>What money is, including its history, trade and currencies.</p> <p>Different jobs require different skills and are paid at different rates.</p> <p>Different things are deducted from people's earnings and how these are used.</p>	<p>Understand the different ways that there are there to gain money</p> <p>Understand what sort of things adults need to pay for</p> <p>Understand how they can afford the things they want or need</p> <p>Know the reasons why people don't get all the money they earn?</p>

<p>essentials - the basic things you need to live and stay healthy, like food, water, clothing, and shelter. They are necessary for everyday life.</p> <p>desirables - things that people want but don't need to survive. They make life more enjoyable, like toys, gadgets, or nice clothes.</p> <p>circumstances - the conditions that affect how people live, including their money situation. For example, someone's job, income, and living conditions can influence their lifestyle and choices.</p> <p>poverty - when people lack enough money to meet their basic needs, like food, shelter, and clothing</p> <p>afford - having enough money to buy something or being able to do something</p>	<p>What essentials and desirables are and that these are different for different people.</p> <p>That people need to plan for the future.</p> <p>Our choices about spending affect our local communities and the wider world.</p> <p>'Poverty' might have different meanings to people in different circumstances.</p> <p>That money can be managed.</p>	<p>The difference between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.</p> <p>How they might plan for the immediate and more distant future, including the part debt might play and how and why people save.</p> <p>'Poverty' might have different meanings to people in different circumstances.</p> <p>How to manage money in a real life situation.</p>	<p>Know how money is used to benefit the community or the wider world.</p> <p>Understand what poverty is?</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Summer 2



Unit: Healthy Belonging



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>healthy relationship – involves honesty, trust and respect and does not involve a balance of power</p> <p>unhealthy – not good for you</p> <p>belonging - the condition of being comfortable and friendly with others.</p> <p>red flag - anything that signals trouble or danger ahead</p>	<p>What a healthy relationship is.</p> <p>How to recognise a healthy sense of belonging</p> <p>Which behaviours could indicate that someone belongs to a group in an unhealthy way.</p> <p>The development of the adolescent brain can impact decision making.</p> <p>Where they can get help and support for themselves and others</p>	<p>The qualities that make a healthy relationship</p> <p>Belonging to a group can be unhealthy.</p> <p>The adolescent brain needs more time to think as it can be impulsive.</p> <p>That they can get support if they find themselves in an unhealthy situation and how to do this.</p> <p>What their network of support is. The risks around carrying knives and that most people do not carry a knife. How to seek support if they are under pressure to carry a knife.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p>

<p>adolescent - a person who is changing from a child to an adult; teenager</p> <p>support - to help during a time of trouble</p> <p>risk - to put yourself, someone or something in danger</p> <p>knife crime - a crime involving a sharp object</p> <p>trustworthy - worthy or deserving of trust and confidence; steadily dependable; reliable</p> <p>peer - a person of the same age group</p> <p>influence -a thing or person that can affect another thing or person</p> <p>coerce - to persuade or pressure (a person) to do something by using threats, intimidation, or the like</p>	<p>There are risks of both carrying a knife and being around someone who carries a knife.</p> <p>They can seek support if they are under pressure to carry a knife.</p> <p>What a 'gut feeling' is and how they can use this to identify if something feels wrong.</p> <p>That they should stop and think before they take a risk or do something that feels wrong.</p> <p>How to identify places where they feel safe and unsafe</p> <p>How some sources of information can be untrustworthy</p> <p>That people can try to coerce, manipulate and influence you and how to identify that this is happening.</p>	<p>That a 'gut feeling' can be used to identify that something could be wrong.</p> <p>What to do if they feel that something is a risk or is wrong.</p> <p>How to identify places where they feel safe and unsafe</p> <p>That some sources of information can be untrustworthy</p> <p>How people can coerce, manipulate and influence others and how this could affect them.</p>	<p>Understand how I can seek help or advice from someone on my network of support and when should I review my network</p> <p>How to judge when it is not right to keep a secret and what action could be taken</p> <p>How to recognise risks online and report concerns</p> <p>Understand what strategies can be used to assess risk and help feel safer when feeling unsafe</p> <p>Understand the possible benefits and consequences of taking physical, emotional and social risks</p> <p>Understand when they are responsible for their own safety as they get older and how can they keep others safe</p> <p>How to safely get the attention of a known or unknown adult in an emergency</p>
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<p>network of support – A group of people who someone trusts .</p> <p>safe – providing protection from harm, loss, or danger.</p> <p>gut feeling - a strong feeling inside you that tells you if something is right or wrong, even if you don't have any facts to prove it</p>			<p>What are the characteristics of healthy friendships on and offline and how do they benefit me?</p>
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