



PSHE and RSHE Policy

Audience:

Parents, school staff (specifically teachers and leaders) and governors

Other related policies:

Curriculum, Equal Opportunities

Review:

Annually or more regularly if necessary

Approved:

Curriculum and Pupils Committee
Date: September 2025



Aims

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

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

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

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

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:

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

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

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.



Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions



Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

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

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.



Relationships, Sex and Health Education (RSHE)

Relationships and sex education is defined as teaching our pupils about healthy, respectful relationships with a clear focus on family and friendships including online as well as an understanding of human sexuality.

Health education is defined as teaching our pupils about physical health and mental wellbeing and how they have the responsibility to make informed, healthy lifestyle choices.

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need cover additional content on sex education to meet the needs of our pupils. This is delivered by our School Nurse Team and aimed at children in Year 5 and 6. The content of the sessions link to the changes that girls and boys go through physically, biologically and emotionally as they reach puberty. There is no content relating to the act of sex.

We consult parents before the delivery of the Puberty session and give an outline of the content of what will be learnt through the session. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

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

Relationships and Sex Education is delivered at age and stage appropriate points in each year group every half term. This is delivered as Safe Zone lessons. Please see pages 17-23 for a breakdown of the content for each year group.

The Department for Education guidance for relationships, sex and health education (RSHE) will come into effect from September 2026. This policy will be updated when this guidance becomes statutory.



PSHE Content and Coverage

Dimensions 3D PSHE covers all areas of PSHE for primary schools, as shown in the tables below.

Nursery Overview

Building Relationships	Lessons
Play with one or more other children, extending and elaborating play ideas <i>(DM 3 & 4 year olds)</i>	Lesson 1 'Let's Play Shops'
Help to find solutions to conflicts and rivalries <i>(DM 3 & 4 year olds)</i>	Lesson 13 'Fair Shares'

Self-Regulation	Lessons
Select and use activities and resources, with help when needed <i>(DM 3 & 4 year olds)</i>	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!'
Increasingly follow rules, understanding why they are important <i>(DM 3 & 4 year olds)</i>	Lesson 14 'The Pantomime'
Do not always need an adult to remind them of a rule <i>(DM 3 & 4 year olds)</i>	Lesson 16 'A Waiting Game'
Develop their sense of responsibility and membership of a community <i>(DM 3 & 4 year olds)</i>	Lesson 6 'Odd Jobs'
Show more confidence in new social situations <i>(DM 3 & 4 year olds)</i>	Lesson 11 'A New Baby'
Becomes more outgoing with unfamiliar people, in the safe context of their setting <i>(DM 3 & 4 year olds)</i>	Lesson 4 'Good Friends'



Managing Self	Lessons
Begin to understand how others might be feeling <i>(DM 3 & 4 year olds)</i>	Lesson 12 'Deaf Girl'
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <i>(DM 3 & 4 year olds)</i>	Lesson 15 'You Smell'
Talk with others to solve conflict <i>(DM 3 & 4 year olds)</i>	Lesson 2 'Who's Playing?'
Develop appropriate ways of being assertive <i>(DM 3 & 4 year olds)</i>	Lesson 2 'Who's Playing?'



Reception Overview

Managing Self	Lessons
<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about...taking part!</p>	<p>Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'</p>
<p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) It's all about... taking part!</p>	<p>Lesson 5 'What a Problem' Lesson 25 'Litter Bug'</p>
<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) It's all about... being smart!</p>	<p>Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'</p>

Self-Regulation	Lessons
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) It's all about... having heart!</p>	<p>Lesson 3 'I Like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'</p>
<p>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart!</p>	<p>Lesson 8 'Me and You' Lesson 15 'One Gold Star'</p>
<p>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!</p>	<p>Lesson 18 'A Piece of Cake'</p>



Building Relationships	Lessons
Work and play cooperatively and take turns with others (ELG) It's all about... taking part!	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
Show sensitivity to their own and to others' needs (ELG) It's all about... being smart!	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'



Year One Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn! Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Safe Zone Year One LESSON 1: Copyright and Ownership
Autumn 2	Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Safe Zone Year One LESSON 2: Self- Image and Identity
Spring 1	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit1 LESSON 3: Healthy Eating - Party Time! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same Safe Zone Year One LESSON 3: Managing Online Information
Spring 2	Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help Safe Zone Year One LESSON 4: Privacy and Security
Summer 1	Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers
Summer 2	Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe



Year Two Overview

Autumn 1	Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine Safe Zone Year Two LESSON 1: Self-Image and Identity
Autumn 2	Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Safe Zone Year Two LESSON 2: Online Relationships
Spring 1	Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Safe Zone Year Two LESSON 3: Online Reputation
Spring 2	Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Safe Zone Year Two LESSON 4: Online Bullying
Summer 1	Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Safe Zone Year Two LESSON 5: Managing Online Information
Summer 2	Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den Safe Zone Year Two LESSON 6: Copyright and Ownership Safe Zone Year Two LESSON 7: Privacy and Security



Year Three Overview

Autumn 1	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Safe Zone Year Three LESSON 1: Self Image and Identity
Autumn 2	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One
Spring 1	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Safe Zone Year Three LESSON 2: Online Relationships Safe Zone Year Three LESSON 3: Online Reputation
Spring 2	Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community Safe Zone Year Three LESSON 4: Health, Well-being and Lifestyle
Summer 1	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help - Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls - Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls - Ambulance, Now! Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams Safe Zone Year Three LESSON 5: Privacy and Security
Summer 2	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise - Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places Safe Zone Year Three Lesson 6: Copyright and Ownership



Year Four Overview

Autumn 1	Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Safe Zone Year Four LESSON 1: Online Relationships and Online Bullying
Autumn 2	Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 1 Unit 5 LESSON 5: Feelings – Overreacting Safe Zone Year Four LESSON 2: Health, Well-being and Lifestyle
Spring 1	Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall Safe Zone Year Four LESSON 3: Online Reputation and Managing Online Information
Spring 2	Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let’s Rock! Safe Zone Year Four LESSON 4: Self Image and Identity
Summer 1	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Safe Zone Year Four LESSON 5: Copyright and Ownership
Summer 2	Core Theme 2 Unit 4 LESSON 1: Connections - Paper Chains Safe Zone Year Four LESSON 6: Privacy and Security



Year Five Overview

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Safe Zone Year Five LESSON 1: Privacy and Security
Autumn 2	Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware Safe Zone Year Five LESSON 2: Self Image and Identity
Spring 1	Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank Safe Zone Year Five LESSON 3: Online Reputation and Managing Online Information
Spring 2	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Safe Zone Year Five LESSON 4: Health, Well-being and Lifestyle
Summer 1	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 2 Unit 1 Lesson 1: Confidentiality - Secret Eaters Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive Safe Zone Year Five LESSON 5: Copyright and Ownership
Summer 2	Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips Safe Zone Year Five LESSON 6: Online Relationships and Online Bullying



Year Six Overview

Autumn 1	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News Safe Zone Year Six LESSON 1: Online Reputation and Managing Online Information
Autumn 2	Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Safe Zone Year Six LESSON 2: Online Reputations and Online Bullying
Spring 1	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Safe Zone Year Six LESSON 3: Self Image and Identity
Spring 2	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity - United States? Safe Zone Year Six LESSON 4: Health, Lifestyle and Well-being
Summer 1	Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise... Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections Safe Zone Year Six LESSON 5: Privacy and Security
Summer 2	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money Safe Zone Year Six LESSON 6: Copyright and Ownership



How we monitor, evaluate and assess teaching and learning in PSHE

Who is responsible for leading PSHE?
Mr Connelly

Who is responsible for teaching PSHE?
Teachers and HLTA

How is PSHE taught?
Through class discussions, group work, direct instruction from lead teacher, drama and role play and short focused tasks.

When is PSHE taught?
Weekly lessons following the overviews for each year group

How is delivery of content made accessible to all of our pupils, including those with SEND?
Pre-teaching of specific vocabulary and quality first teaching (differentiation and scaffolds).

Bibliography

This Dimensions 3D Primary PSHE Policy is informed by the following links:-

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

Appendices

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)



3D PSHE Safe Zone Coverage Matrix EYFS

Great-Grandpa Joe and Computing Skills Development Tasks

Lesson 1	"Happy Birthday Great-Grandpa Joe!" Privacy and Security	<ul style="list-style-type: none"> I can identify some simple examples of my person information (e.g. name, birthday, age, location) I can describe the people I can trust and explain why I trust them
	Computing Skills Development Task Digital Fundamentals	<ul style="list-style-type: none"> I can log on to a school network and / or online learning resource account I can open a file I can save a close a file I can safely log out and shut down the device
Lesson 2	"Family Connection" Online Relationships	<ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate I can give examples of how (I might) use technology to communicate with people I know
	Computing Skills Development Task Camera Skills	<ul style="list-style-type: none"> I can use the basic features of a digital camera (or a device with a built-in camera) I can begin to experiment with photography
Lesson 3	"What a Nuisance!" Online Relationships	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet
	Computing Skills Development Task Instructions and Control	<ul style="list-style-type: none"> I can follow and input simple instructions to control and operate devices
Lesson 4	"Yesterday's News" Self-Image & Identity and Online Bullying	<p>Self Image and Identity</p> <ul style="list-style-type: none"> I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset <p>Online Bullying</p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online I can offer examples of how this can make others feel
	Computing Skills Development Task Keyboard Skills	<ul style="list-style-type: none"> I can understand letters, numbers, backspace, arrow keys and space bar on a keyboard I can use a keyboard to write labels and / or simple sentences
Lesson 5	"Great-Grandpa Joe's Robin Surprise" Copyright and Ownership	<ul style="list-style-type: none"> I know that the work I create belongs to me I can name my work so that others know it belongs to me
	Computing Skills Development Task Creative Skills	<ul style="list-style-type: none"> I can use a point program or interactive whiteboard software to make marks, using simple tools to communicate my ideas
Lesson 6	"Music to Great-Grandpa Joe's Ears" Managing Online Information	<ul style="list-style-type: none"> I can talk about how to use the internet as a way of finding information online I can identify devices I could use to access information on the internet
	Computing Skills Development Task Mouse Skills	<ul style="list-style-type: none"> I can use mouse control to complete simple activities on-screen including click-and-drag, drag-and-drop
Lesson 7	"Time Flies for Great-Grandpa Joe" Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can give some examples of these rules



3D PSHE Safe Zone Coverage Matrix Key Stage 1 Year One

Lesson 1	Copyright and Ownership	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name or content).
Lesson 2	Self-Image and Identity	<ul style="list-style-type: none"> I can recognise that there are many people online who could make me feel sad, embarrassed or upset. If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.
Lesson 3	Managing Online Information	<ul style="list-style-type: none"> I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.
Lesson 4	Privacy and Security	<ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.



3D PSHE Safe Zone Coverage Matrix Key Stage 1 Year Two

Lesson 1	Self-Image and Identity	<ul style="list-style-type: none"> I can explain how other people's identity online can be different to their identity in real-life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.
Lesson 2	Online Relationships	<ul style="list-style-type: none"> I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school / country). I can give examples of how I might use technology to communicate with others I don't know well.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online.
Lesson 4	Online Bullying	<ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can / would get help about being bullied online or offline.
Lesson 5	Managing Online Information	<ul style="list-style-type: none"> I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now).
Lesson 6	Copyright and Ownership	<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Lesson 7	Privacy and Security	<ul style="list-style-type: none"> I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.



3D PSHE Safe Zone Coverage Matrix

Key Stage 2

Year Three

Lesson 1	Self-Image and Identity	<ul style="list-style-type: none"> I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. 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).
Lesson 2 Part 1	Online Relationships	<ul style="list-style-type: none"> I can describe ways in which people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know very well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain how my, and other people's, feelings can be hurt by what is said or written online. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. 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. 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.
Lesson 2 Part 2	Online Bullying	<ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.

Lesson 3	Online Reputation	<ul style="list-style-type: none"> I can search for information about myself online. I can recognise that I need to be careful before I share anything about myself or others online. I can give examples of what anyone may or may not be willing to share about themselves online. I know who I should ask if I am not sure if I should put something online.
	Managing Online Information	<ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. 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. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). 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.
Lesson 4	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video). 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).
Lesson 5	Privacy and Security	<ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or feel pressurised, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.
Lesson 6	Copyright and Ownership	<ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.



3D PSHE Safe Zone Coverage Matrix

Key Stage 2

Year Four

Lesson 1	Online Relationships	<ul style="list-style-type: none"> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. 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.
	Online Bullying	<ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 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).
Lesson 2	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things, in both a positive and negative way. 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.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
	Managing Online Information	<ul style="list-style-type: none"> 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. 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). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. 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. 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.
Lesson 4	Self-Image and Identity	<ul style="list-style-type: none"> I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Lesson 5	Copyright and Ownership	<ul style="list-style-type: none"> 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. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Lesson 6	Privacy and Security	<ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on the context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. 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. I know what the digital age of consent is and the impact this has on online services asking for consent.



3D PSHE Safe Zone Coverage Matrix

Key Stage 2

Year Five

Lesson 1	Privacy and Security	<ul style="list-style-type: none"> 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. I can explain what app permissions are and can give some examples. I can explain what a strong password is and demonstrate how to create one.
Lesson 2	Self-Image and Identity	<ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> I can search for information about an individual online and summarise the information found. 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.
	Managing Online Information	<ul style="list-style-type: none"> 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. 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, 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, 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 'stereotype', how '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.
Lesson 4	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> 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.
Lesson 5	Copyright and Ownership	<ul style="list-style-type: none"> 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.
Lesson 6	Online Relationships	<ul style="list-style-type: none"> 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.
	Online Bullying	<ul style="list-style-type: none"> 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).



3D PSHE Safe Zone Coverage Matrix

Key Stage 2

Year Six

Lesson 1	Online Reputation	<ul style="list-style-type: none"> I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
	Managing Online Information	<ul style="list-style-type: none"> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. 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. 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). I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
Lesson 2	Online Relationships	<ul style="list-style-type: none"> I can explain how sharing something online may have an impact either positively or negatively. 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. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. 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.
	Online Bullying	<ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.
Lesson 3	Self-Image and Identity	<ul style="list-style-type: none"> 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. 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. I can explain the importance of asking until I get the help needed.
Lesson 4	Health, Well-Being and Lifestyle	<ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). 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).
	Managing Online Information	<ul style="list-style-type: none"> I understand the concept of persuasive design and how it can be used to influence peoples' choices. 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. 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) I can describe the difference between online misinformation and disinformation. 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). I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
Lesson 5 and 6	Privacy and Security	<ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.
	Copyright and Ownership	<ul style="list-style-type: none"> I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.