



## Billingshurst Primary School – E4S Curriculum

### Education 4 Safeguarding (E4S)

<b>Relationship and Sex Education</b>	<b>Digital and Media Literacy</b>	<b>Physical Health and Well being</b>	<b>Emotional Health and Well being</b>
Being Safe	Online content and critical thinking	Drugs, Alcohol and Tobacco	Emotional Resilience
Family and Friendships Relationships	Self-image, mental Health and well being	Eating well and being active	Sense of Self
Identity	Staying safe online	Hygiene and protecting your health	Well-being
Online Relationships & Media	Online reputation	Keeping safe and emergencies	Relationships
Feelings and Attitudes	Online relationships and cyberbullying	Keeping safe and risks	Transition

At Billingshurst Primary school, teaching of E4S reflects our vision and core belief that every child is unique. We aim to foster individual development and this is supported by the E4S curriculum to ensure that pupils attain the knowledge, skills and understanding that they need to lead confident, healthy, independent lives. Children are supported to grow as individuals, showing empathy and understanding towards diversity and differences within society and we ensure that children develop an understanding of their responsibilities as members of their community to become informed, active, responsible citizens. Lessons are taught within a safe and secure environment to foster conversations where children are able to share their ideas and values and manage discussions around a variety of themes with greater confidence.

The E4S curriculum is organised into four core strands: Relationship and Sex Education; Digital Media and Literacy; Physical Health and Wellbeing; Emotional Health and Wellbeing. Alongside the E4S curriculum, pupils are encouraged to take part in a wide range of activities and experiences contributing fully to the life of their school and communities.



## Billingshurst Primary School – E4S Curriculum

### EYFS – Knowledge & Skills

#### Strand

#### Objectives

#### Relationships and Sex Education

##### Being Safe

- Aware of the boundaries set, and of behavioural expectations in the setting.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision

##### Family and Friendships Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

##### Identity

- Can describe self in positive terms and talk about abilities.
- Confident to speak to others about own needs, wants, interests and opinions.
- Looks closely at similarities, differences, patterns and change.

##### Feelings and Attitudes

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Can describe self in positive terms and talk about abilities.



## Billingshurst Primary School – E4S Curriculum

### EYFS – Knowledge & Skills

#### Strand

#### Objectives

#### Digital and Media Literacy

Online content and critical thinking

- Explain how I can use the internet to find things out
- Identify devices I could use to access information on the internet

Self-image, mental Health and well being

- Identify rules that help keep us safe and healthy in and beyond the home when using technology

Staying safe online

- Identify some simple examples of my personal information (e.g. name, address, birthday, age, location)
- Identify some rules that help keep us safe and healthy in and beyond the home when using technology



## Billingshurst Primary School – E4S Curriculum

### EYFS – Knowledge & Skills

Strand	Objectives
<b>Physical Health and Well being</b>	
Eating well and being active	<ul style="list-style-type: none"><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li><li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li><li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li></ul>
Hygiene and protecting your health	<ul style="list-style-type: none"><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li><li>• Usually dry and clean during the day.</li><li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li></ul>
Keeping safe and emergencies	<ul style="list-style-type: none"><li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>• Shows understanding of how to transport and store equipment safely.</li><li>• Practices some appropriate safety measures without direct supervision.</li></ul>
Keeping safe and risks	<ul style="list-style-type: none"><li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>• Shows understanding of how to transport and store equipment safely.</li><li>• Practices some appropriate safety measures without direct supervision.</li></ul>



## Billingshurst Primary School – E4S Curriculum

### EYFS – Knowledge & Skills

Strand	Objectives
<b>Emotional Health and Well being</b>	
Emotional Resilience	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li><li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li><li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li></ul>
Sense of Self	<ul style="list-style-type: none"><li>• Set and work towards simple goals, being able to wait for what they want.</li><li>• Control their immediate impulses when appropriate.</li><li>• Can describe self in positive terms and talk about abilities.</li><li>• Confident to speak to others about own needs, wants, interests and opinions</li></ul>
Well-being	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Show sensitivity to their own and to others' needs.</li><li>• Confident to speak to others about own needs, wants, interests and opinions.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li><li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise</li></ul>
Transition	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li></ul>



## Billingshurst Primary School – E4S Curriculum

### Year 1 – Knowledge & Skills

Strand	Objectives
<b>Relationships and Sex Education</b>	
Being Safe	<ul style="list-style-type: none"> <li>• To know when to keep a secret and when to tell</li> <li>• To be able to name body parts and know which parts should be private</li> <li>• To know that they have rights over their bodies</li> <li>• To recognise that if they feel unsure, uncomfortable about something they have been asked to keep private, that they should tell an adult</li> <li>• To know the difference between appropriate and inappropriate touch, and understand they have the right to say “no” to unwanted touch</li> <li>• To identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)</li> </ul>
Family and Friendships Relationships	<ul style="list-style-type: none"> <li>• Be able to identify special people in their lives</li> <li>• To suggest some ways they can help special people to care for them</li> <li>• To know the people who look after them and their different roles and responsibilities</li> <li>• To understand why families are special for caring and sharing</li> <li>• To understand how to be a friend</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults.</li> <li>• To recall the physical differences between boys and girls</li> <li>• To understand that boys and girls can do some tasks and enjoy the same things</li> <li>• To be able to identify what they do and don't like doing</li> <li>• Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc</li> </ul>
Online Relationships & Media	<ul style="list-style-type: none"> <li>• Describe places they need to be safe and what they would do in each of them to be safe</li> <li>• Know how to ask for help and whom to ask</li> <li>• Be able to explain what is meant by 'private', 'privacy' and 'keeping something private'</li> </ul>
Feelings and Attitudes	<ul style="list-style-type: none"> <li>• Be able to name feelings they have, both good and not so good</li> <li>• Recognise facial expressions and body language that shows these feelings</li> <li>• Explain what makes them feel happy, sad, good and not good</li> <li>• Be able to identify facial expressions and body language associated with key feelings</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 1 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"><li>• Know how to safely access information online</li><li>• Use key terms when describing actions and information – true, real, believe, made up etc</li></ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"><li>• Understand the different ways we can go 'online'</li><li>• To consider why other people go online</li><li>• To identify what is positive about self and others</li></ul>
Staying safe online	<ul style="list-style-type: none"><li>• Identify what information is personal</li><li>• Consider what information should not be shared online</li></ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"><li>• Use the internet with adult support to communicate with people I know</li></ul>



# Billingshurst Primary School – E4S Curriculum

## Year 1 – Knowledge & Skills

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Identify what goes on to and into people’s bodies and how this can make people feel</li> <li>• Recognise that household products (including medicines) can be harmful if not used correctly</li> <li>• Recognise ‘safe’ people to take medicines from</li> <li>• Know school safety rules for using things safely and recognise that actions have consequences for themselves and others</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>• Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth</li> <li>• Recognise food which need to be eaten to keep them healthy and which ones need to be eaten in moderation</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• To understand what is meant by the terms well and unwell</li> <li>• To know that there are different ways to deal with feeling unwell and be able to recognise when I feel well or unwell</li> <li>• Be able to make decisions about what to do when I feel unwell</li> <li>• Demonstrate simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth)</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Identify a range of jobs in the community for people who help keep us safe and what it is that they do</li> <li>• know a range of people who can help keep them safe in a wider range of situations</li> <li>• Identify a range of behaviours and actions that keep ourselves and others safe in a range of familiar and unfamiliar situations</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Recognise choices have consequences, and that these may be good or not so good</li> <li>• Understand what it means to ‘be safe on the outside’ and ‘feel safe on the inside’</li> <li>• Identify the adults in school, at home and in the wider environment who help keep them safe</li> <li>• Identify rules for keeping safe in a range of familiar situations, such as crossing the road</li> <li>• Explain how class/group rules help them to learn and make the classroom a safe place and describe any consequences of rules</li> </ul>





## Year 1 – Knowledge & Skills

### Strand

### Objectives

### Emotional Health and Well being

#### Emotional Resilience

- Notice and identify feelings in themselves and others
- Understand their feelings and know what has happened to cause their big feelings
- Talk about what makes them feel happy, proud, sad, angry, worried etc. and can describe the emotion they are experiencing
- Understand the thoughts and feelings of others
- Develop a range of vocabulary to describe and help to explain own feelings
- Demonstrate how our faces and bodies show these feelings to other
- Explain what a secret is and what it means to keep a secret
- Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable
- Explain that they have a right to tell a teacher about any secret or surprise that makes them feel uncertain, uncomfortable or worried

#### Sense of Self

- Identify and understand uniqueness in self and others including appearance, qualities, strengths and what they like or dislike.
- Understand the importance of similarities and difference
- Consider how we can celebrate difference and learn about the factors that make people the same or different

#### Well-being

- Understand what is meant by the terms well and unwell
- Know that there are different ways to deal with feeling unwell

#### Relationships

- Identify the range of groups they belong to (friends, class, year group, faith) and what is special about them.
- Know what acts of kindness are, what they feel like and how they affect us and others
- Know which behaviours are and are not kind and what to do in times of need

#### Transition

- Know that we make our own choices about behaviour.
- Know how it feels to do or start something new, and have some ways to cope with these feelings
- Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't
- Know that change can be positive and something to look forward to



## Billingshurst Primary School – E4S Curriculum

### Year 2 – Knowledge & Skills

#### Strand

#### Objectives

#### Relationships and Sex Education

##### Being Safe

- To be able to name body parts and know which parts should be private
- To identify when people might want (or need) to keep something private
- To know that they have rights over their bodies
- To recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult
- To identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)
- To understand that they have the right to say “no” to unwanted touch
- To be able to recognise safe and unsafe situations
- To know some of the things that can cause different worries
- To know where to get help and the people who can help them

##### Family and Friendships Relationships

- Consider the value of being a friend and having friends
- Identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)
- Know what bullying is and what to do if they experience or see it
- Think about why bullying is unacceptable
- To understand that there are different ways of expressing love
- Know that different types of family can have common features and functions

##### Identity

- Respect other’s needs, feelings and opinion
- Describe basic differences and similarities between class members
- Consider the difference between boys and girls and what a stereotype is

##### Online Relationships & Media

- Describe ways to keep safe when online
- Identify and use ways of keeping safe when an adult is not overseeing what they do.
- Know how to ask for help and whom to ask
- Identify why and when some things need to be kept private and why (passwords etc)

##### Feelings and Attitudes

- Identify ways to feel better when not feeling so great.
- Explain what makes them feel happy, sad, good and not good
- Be able to identify facial expressions and body language associated with key feelings
- Describe ways of helping others who may be feeling worried or nervous about change or a loss.



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### Year 2 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"> <li>• Identify how to access information on the internet on more than one type of device</li> <li>• Identify different methods of finding information – search engines, voice activation, information sites</li> <li>• Know how to use web pages to access information safely</li> <li>• Begin to understand that not all information online is true and that it can be questioned</li> </ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"> <li>• Understand what is meant by being online and offline</li> <li>• Know that we can see ourselves reflected online as well as seeing people who are not the same</li> <li>• Understand and celebrate that there are similarities and differences online as well as offline</li> <li>• Be able to describe how online posts may impact on how people feel about themselves and others</li> </ul>
Staying safe online	<ul style="list-style-type: none"> <li>• Know about privacy settings and how to apply them</li> <li>• Know how to keep the information on my device safe</li> <li>• Describe more detailed examples of information that is personal to an individual and know when it may not be appropriate to post this online (e.g. address, names, school etc)</li> <li>• Demonstrate strategies for keeping my information private</li> <li>• Know rules for home and school about keeping personal information safe</li> <li>• Consider why it is appropriate and safe to ask a trusted adult if unsure about sharing personal information online</li> </ul>
Online reputation	<ul style="list-style-type: none"> <li>• Understand that the information I put online leaves a digital footprint</li> <li>• Understand that my digital footprint can be big or small, helpful or hurtful, depending on I manage it</li> <li>• Know that I need to be careful before I share anything about myself or others online</li> <li>• Know who I should ask if I am not sure if I should put something online</li> </ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"> <li>• Explain why I should be careful who I trust online and what information I can trust</li> <li>• Explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life</li> <li>• Explain what is meant by ‘trusting someone online’ and why this is different from ‘liking someone online’</li> <li>• Identify how to behave positivity online</li> <li>• Explain why it is important to be considerate, kind and respectful to people online</li> <li>• Describe ways that some people can be unkind online and how this can make others feel</li> <li>• Identify behaviours that may be seen as bullying in different online contexts</li> <li>• Know where/who to go to if mine or others’ feelings were negatively affected by someone online</li> </ul>



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### Year 2 – Knowledge & Skills

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Be able to identify hazards to ensure health and safety at home</li> <li>• Recognise who can help them to keep safe</li> <li>• Understand how medicines help some people to maintain health</li> <li>• Be able to recognise different types of medicine</li> <li>• Know the safety rules for using medicine</li> <li>• Know the possible consequences of incorrectly using medicine</li> <li>• Understand some of the reasons why people use medicines</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Describe what being healthy means</li> <li>• Identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth</li> <li>• Consider the impact of not making healthy choices</li> <li>• Recognise how food choices affect our bodies and mind</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• That other people feel differently to how I feel</li> <li>• Be able to make decisions about what to do when I feel unwell</li> <li>• Be able to decide what to do when others feel unwell</li> <li>• Identify how infections (such as coughs and colds) can be spread</li> <li>• Understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</li> <li>• Recognise how some diseases can be spread and that these can be controlled by personal hygiene practices</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Be able to identify whom they can ask for help from and identify how this might keep them safe.</li> <li>• Give examples of how they are helped to stay healthy and stay safe in a variety of places and situations</li> <li>• Demonstrate an understating of what happens when you access emergency services and how to manage this</li> <li>• Know ways of proactively and responsibly seeking help in different situation</li> <li>• Be able to demonstrate basic ways of using first aid for common injuries</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Identify ways to express feeling safe or unsafe</li> <li>• Identify where they can go for help and how to ask for help in different contexts</li> <li>• Describe the things they do in school or at home to keep themselves and others safe</li> <li>• Describe what fair and unfair / right and wrong means</li> </ul>



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### Year 2 – Knowledge & Skills

Strand	Objectives
<b>Emotional Health and Well being</b>	
Emotional Resilience	<ul style="list-style-type: none"> <li>• Identify strategies to help manage different feelings, including ones that don't feel as so 'good'</li> <li>• Know that it is important to share feelings with others</li> <li>• Recognise that both bodies and feelings can be hurt</li> <li>• Be able to identify and discuss how being physically hurt (tripping up, hurting a body part by falling) might make you feel</li> <li>• Describe differences and similarities between being hurt physically and emotionally.</li> <li>• Consider what it is like to like doing something that you find tricky</li> <li>• Understand that making mistakes and persevering is the way we learn</li> <li>• Be able to celebrate things we are all good at even if they are not the same things</li> </ul>
Sense of Self	<ul style="list-style-type: none"> <li>• Express positive qualities about themselves</li> <li>• Recognise worth in others, and say why someone is special to them</li> <li>• Develop ways to show that we value qualities in ourselves and others</li> <li>• Be proud of who they are and understand that difference does not mean better or worse</li> <li>• Explain what a 'goal' is and why having a clear goal can be helpful</li> <li>• Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</li> </ul>
Well-being	<ul style="list-style-type: none"> <li>• Identify feelings of well and unwell emotionally and physically</li> <li>• Describe how our feelings can affect our physical behaviours</li> <li>• Develop strategies to help self and others when our feelings affect the way we feel physically</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Understand what role we have to play in making others feel part of a group</li> <li>• Know how someone's behaviour can affect how they feel and how others feel</li> <li>• Strategies to help manage their own behaviour</li> <li>• Know what 'community' means</li> <li>• Recognise that we all belong to different communities as well as our school community</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Identify changes that they or other children might experience in their lives</li> <li>• Name some emotions they or others might feel at particular times of change</li> <li>• Suggest some strategies they might use to cope with times of change, including approaching others for help</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 3 – Knowledge & Skills

Strand	Objectives
<b>Relationships and Sex Education</b>	
Being Safe	<ul style="list-style-type: none"> <li>• To be able to identify adults they can trust and ask for help</li> <li>• To identify people they can go to if they are feeling uncomfortable or hurt</li> <li>• To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</li> <li>• To understand that they have the right to say “no” to unwanted touch</li> <li>• Understand there is a difference between accidental and purposeful hurting</li> <li>• To describe or demonstrate strategies to use if someone’s behaviour (touch or unwanted attention) makes them worried or uncomfortable</li> </ul>
Family and Friendships Relationships	<ul style="list-style-type: none"> <li>• To develop understanding of different types of relationship including marriage</li> <li>• To identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)</li> <li>• To know and understand about the many relationships in which they are all involved</li> <li>• To identify what makes a friendship good and how they know</li> <li>• To identify peaceful ways to solve problems that might arise in friendships</li> <li>• To develop a range of strategies that can be used when relationships change in a way we don’t expect</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• To know that stereotypes can be racist, sexist etc...</li> <li>• To consider personal attitudes to gender roles and stereotyping</li> </ul>
Online Relationships & Media	<ul style="list-style-type: none"> <li>• Be able to identify what things people want to share with others</li> <li>• Understand why it is important to respect someone’s privacy</li> <li>• Being unsure or hurt about something that has been shared when it was private.</li> </ul>
Feelings and Attitudes	<ul style="list-style-type: none"> <li>• Recognise own and others feelings</li> <li>• To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others</li> <li>• Understand the importance of taking responsibility for themselves and others</li> <li>• Consider why honesty, loyalty and respect are important in relationships</li> <li>• Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</li> <li>• Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</li> <li>• Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</li> <li>• Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 3 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"> <li>• Know what to do if someone wants information from me</li> <li>• Know who I am sharing information with</li> </ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"> <li>• To know the importance of managing time online and identify the potential harms of overuse</li> <li>• To know what healthy online behaviours are ( time spent online, too long etc)</li> <li>• Be able to identify feelings associated with this (feel sad, worried, uncomfortable or frightened)</li> </ul>
Staying safe online	<ul style="list-style-type: none"> <li>• Be able to demonstrate what makes a strong password</li> <li>• Know how passwords should be managed</li> <li>• Know what passwords are and use them effectively in different contexts</li> <li>• Know how to keep information safe online</li> </ul>
Online reputation	<ul style="list-style-type: none"> <li>• Have a good awareness of my own online profile – who can see what and how this can be manipulated</li> <li>• Describe what information I should not put online without asking a trusted adult first</li> <li>• Know what the recommended age limits are for different social media sites, apps and games (focus on games/apps)</li> <li>• Know what happens to my information online and how it could be used for harm</li> </ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"> <li>• Assess when you need to take action and explain what to do if you are concerned about an online relationship</li> <li>• Explain the difference between online bullying and good-natured teasing online</li> <li>• Form positive relationships online</li> <li>• Identify the range of online platforms available and what you can do on them</li> <li>• Describe strategies for safe and fun experiences in a range of online social environments</li> <li>• Describe how to behave online in ways that do not upset others</li> <li>• Identify the different roles people can play in cyberbullying</li> <li>• Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring</li> <li>• Identify the impacts of cyberbullying and know where to go to get help</li> <li>• Give examples of effective strategies which might help myself or others</li> <li>• Identify and demonstrate actions to support others who are experiencing difficulties online</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 3 – Knowledge & Skills

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Consider the impact of having to take medicines on someone’s life</li> <li>• To consider that medicines alter the way you feel</li> <li>• Be able to make an informed choice</li> <li>• Understand that there are alternative choices to taking medicines</li> <li>• Know what is meant by the word ‘drug’</li> <li>• Know that drugs change the way the body and mind works</li> <li>• Understand that some people rely on drugs to maintain a ‘normal’ life</li> <li>• Understand that drugs can be used in a positive way to improve health</li> <li>• Understand that medicines are drugs but not all drugs are medicines</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Recognise what is meant by a ‘balanced lifestyle’</li> <li>• Recognise what makes a balanced diet</li> <li>• Identify what food should be eaten regularly to maintain good health</li> <li>• Recognise when they have opportunities to make choices about food and drink</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• Explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses</li> <li>• Describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</li> <li>• Describe a range of routines that keep good hygiene and explain the importance of this in relation to preventing the spread of infection</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Identify and show an understanding of the school rules about health and safety</li> <li>• Consider the impact in self and others if these are not followed.</li> <li>• Identify the roles people play in school, home and communities to help to keep themselves (or others) safe</li> <li>• Show an understanding of personal responsibility for keeping safe and how this changes and develops with age</li> <li>• Recognise they are not yet solely responsible for this and that adults they know well and trust are responsible</li> <li>• Identify and demonstrate a range if ways of asking for help in a range of situations in both the real and virtual world.</li> <li>• Demonstrate how to responsibly and effectively engage with using 999 as a source of help.</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Give reasons and practical examples for why different rules are needed in different situations</li> <li>• Give reasons for why rules and laws are made and why they are important</li> <li>• Identify what might happen if rules and laws are broken</li> <li>• Give examples of what is meant by risk, danger and hazard</li> <li>• Demonstrate strategies to be able to deal with challenging situations</li> <li>• Know how to get help when managing tricky situations.</li> <li>• Identify who they can go to /talk to if they are worried</li> </ul>





## Billingshurst Primary School – E4S Curriculum

### Year 3 – Knowledge & Skills

#### Strand

#### Objectives

#### Emotional Health and Well being

##### Emotional Resilience

- Learn about a wider range of feelings, and understand that people can experience conflicting feelings at the same time
- Describe how different feelings can make people behave
- Identify when feelings might be overwhelming and describe how this can feel
- Learn about the kinds of change that happen in life and the feelings associated with this
- Recognising that change is a natural part of life

##### Sense of Self

- Identify things they think are unique or special about themselves for help in different contexts
- Recognise some different kinds of stereotypes (such as gender stereotypes)
- Explain that everyone is equal no matter their identity
- Explain or demonstrate ways we can value others who are similar or different from us
- Explain what a 'goal' is and why having a clear goal can be helpful
- Explain different ways to approach a challenge or goal and evaluate which would be the most successful
- Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated

##### Relationships

- Identify what is meant by bullying and why this is wrong
- Identify whom they can talk to if they are worried about teasing/bullying
- Describe feelings that people might have if being bullied
- Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another
- Explain how their actions or choices can hurt emotionally
- Identify peaceful ways to solve problems that might arise in friendships
- Describe how teasing, bullying and aggression can make someone feel

##### Transition

- Understand about feelings involved with change
- Be able to identify some of the good things about self that my classmates like and value
- Identify personal strengths
- Identify and demonstrate ways to show others in my group feel valued and welcome



# Billingshurst Primary School – E4S Curriculum

## Year 4 – Knowledge & Skills

Strand	Objectives
<b>Relationships and Sex Education</b>	
Being Safe	<ul style="list-style-type: none"> <li>• To understand ‘fight or flight’ and the effect this can have on our bodies</li> <li>• To recognise the physical signs our bodies give us when we are feel unsafe or scared</li> <li>• Be able to identify adults they can trust and ask for help</li> <li>• To identify people they can go to if they are feeling uncomfortable or hurt</li> <li>• Respect their own and others bodies</li> <li>• To know the difference between appropriate and inappropriate touch, and understand that they have the right to say “no” to unwanted touch</li> <li>• To describe or demonstrate strategies to use if someone’s behaviour (touch or unwanted attention) makes them worried or uncomfortable</li> <li>• To identify sources of help/advice in school, outside school, locally, nationally by phone and online</li> </ul>
Family and Friendships Relationships	<ul style="list-style-type: none"> <li>• Consider their developing responsibilities in relationships</li> <li>• To consider why relationships change even when we might not want them to</li> <li>• To appreciate different ways of loving and the importance of love in relationships</li> <li>• To understand the importance of talking about your feelings and not being embarrassed to seek help if</li> <li>• Understand that changes take place in human life- bereavement and making new relationships</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• To identify some of the ways that humans change, physically and emotionally</li> <li>• To understand changes that happen both physically and emotionally as they grow older</li> <li>• To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years</li> <li>• To be able to identify parts of the reproductive system in males and females and describe their functions</li> <li>• Identify where to get help and support about the changes that happen at puberty</li> </ul>
Online Relationships & Media	<ul style="list-style-type: none"> <li>• Recognise when people might want to keep things private</li> <li>• Recognise and identify how we can keep privacy in real and virtual situations.</li> <li>• Be able to identify what a dare is</li> </ul>
Feelings and Attitudes	<ul style="list-style-type: none"> <li>• To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others</li> <li>• Understand the importance of taking responsibility for themselves and others</li> <li>• Consider why honesty, loyalty and respect are important in relationships</li> <li>• Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</li> <li>• Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</li> <li>• Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</li> <li>• Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 4 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"> <li>• Know what others online tell me may be untrue and can begin to spot the signs of this</li> <li>• Be able to spot things that may be false online</li> <li>• Be able to explain key concepts in order to assess their validity and safety (truth, false, safe, unsafe, sceptical, trusting, question)</li> <li>• Consider and understand why information that appears often may not always be factual or true.</li> </ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"> <li>• To recognise that some people may pretend to be someone else online and why</li> <li>• To know that people can look different online from how they are offline</li> <li>• Be able to identify ways in which people might make themselves appear different online than how they look offline</li> <li>• To know how to seek help when feelings are impacted by the way others appear online</li> </ul>
Staying safe online	<ul style="list-style-type: none"> <li>• Know how to manage my online security and privacy</li> <li>• Be able to identify how to keep information private</li> </ul>
Online reputation	<ul style="list-style-type: none"> <li>• Recognise that information can stay online and could be copied</li> <li>• Explain ways that some of the information about me online could have been created, copied or shared by others</li> <li>• Know what the recommended age limits are for different social media sites, apps and games (focus on social media)</li> <li>• Describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards')</li> <li>• Describe how to effectively challenge content that influences my reputation negatively</li> </ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"> <li>• Describe how online technology allows access to and communication with culturally diverse communities beyond our immediate social group</li> <li>• Give examples of how to adapt your behaviour to engage positively with those groups taking into account gender, cultural sensitivity, political and religious beliefs etc.</li> <li>• Define what cyberbullying is</li> <li>• Identify some online technologies where cyberbullying might take place</li> <li>• Understand the ways in which you can check that someone is who they say they are</li> <li>• Know how to spot potentially negative relationships online</li> <li>• Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring</li> <li>• Identify the impacts of cyberbullying and know where to go to get help</li> <li>• Give examples of effective strategies which might help myself or others</li> <li>• Identify and demonstrate actions to support others who are experiencing difficulties online</li> </ul>



# Billingshurst Primary School – E4S Curriculum

## Year 4 – Knowledge & Skills

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• To know that everyone makes choices throughout each day</li> <li>• Understand that unwanted influence and pressure may come from friends</li> <li>• Know that actions have consequences for themselves and others</li> <li>• Be able to use strategies to maintain personal safety</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Explain what they need to consider when making food and drink choices, including sugar reduction</li> <li>• Describe who or what influences people’s choices about food choices (e.g. peers, parents/carers, adverts)</li> <li>• Recognise that they have choices about what they eat and drink</li> <li>• Describe what it means to make an informed choice</li> <li>• Explain how people might approach making an informed decision in relation to health and wellbeing</li> <li>• Describe how people can make informed decisions about what to eat or drink and when</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• Explain how bacteria and viruses can be passed on from one person to another</li> <li>• Describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</li> <li>• Recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Know the meanings of danger, hazard and emergency and apply this to a range of situations.</li> <li>• Explore what is meant by an emergency and consider how people may react in one.</li> <li>• Know ways of proactively and responsibly seeking help in different situations ( gaining attentions, calling for help etc)</li> <li>• Identify the responsibilities of people involved in emergency situations</li> <li>• Demonstrate an understating of and ability to engage in what happens when you access emergency services and how to manage this ( including identifying key abilities needed)</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Describe or demonstrate how to manage risk safely (e.g. crossing the road)</li> <li>• Identify where they can get help if they feel a situation is risky or dangerous</li> <li>• Recognise that risk can depend on who is there, where it is and what it is</li> <li>• Suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice</li> <li>• Explain what a ‘dare’ is and consider how they may make us feel</li> <li>• Consider why people give different types of dare and the possible impact of this.</li> <li>• Identify who they can go to /talk to if they are worried</li> <li>• Identify how peers’ behaviour and other sources can influence their own behaviour</li> </ul>



## Year 4 – Knowledge & Skills

Strand	Objectives
<b>Emotional Health and Well being</b>	
Emotional Resilience	<ul style="list-style-type: none"> <li>• Be able to effectively identify, describe and verbally share a wider range of feelings</li> <li>• Describe how different feelings can make people behave</li> <li>• Know what to do when they need help and support</li> <li>• Express and manage complex feelings and emotions, including those associated with change, worry and puberty</li> <li>• Describe how feelings can affect thoughts and behaviour</li> <li>• Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</li> <li>• Describe ways that people can explore and express feelings at times of change</li> <li>• Identify where to ask for advice or support at times of change</li> <li>• Explain the process of grieving, how it can feel and how grief is expressed</li> </ul>
Sense of Self	<ul style="list-style-type: none"> <li>• Understand how we can develop a positive sense of self esteem</li> <li>• Demonstrate ways to take care of own self esteem and that of others</li> <li>• Understand that self esteem has an impact of the way we see ourselves</li> <li>• Consider how our actions impact on the self esteem of others</li> <li>• Recognise ways in which their own choices and behaviour affect others</li> <li>• Understand how their feelings and actions have an impact on other people</li> <li>• Explain different ways to approach a challenge or goal and evaluate which would be the most successful</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Identify why it is important to ‘think before we act’</li> <li>• Explain what to do if they witness bullying/hurtful behaviour/name calling or if someone feels they are being bullied</li> <li>• Develop strategies to use when feeling pressured to do something that makes them feel uncomfortable or that they believe to be wrong</li> <li>• Understand the impact they can have on the feelings of others and the shared responsibility if someone is put under pressure to do that doesn’t feel right to them</li> <li>• Identify when they might need to ask for help and who they can ask</li> <li>• Give examples of compromise that occur in school and home</li> <li>• Evaluate the different ways to resolve disputes and conflict in class, playground and home</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Understand why behaviours are affected when we feel uncomfortable</li> <li>• Know that all feelings have a purpose and give us information</li> <li>• Know that people may feel about and respond to change differently</li> <li>• Know when and how people, including myself, learn best.</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 5 – Knowledge & Skills

Strand	Objectives
<b>Relationships and Sex Education</b>	
Being Safe	<ul style="list-style-type: none"> <li>• To know that they have rights over their bodies</li> <li>• Be able to identify adults they can trust and ask for help</li> <li>• To explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space</li> <li>• Recognise risk and make decisions about personal safety</li> <li>• To understand that they have some control over the choice they make about looking after their bodies</li> <li>• To know the difference between appropriate and inappropriate touch, and understand that they have the right to say “no” to unwanted touch</li> <li>• To describe or demonstrate strategies to use if someone’s behaviour (touch or unwanted attention) makes them worried or uncomfortable</li> <li>• To identify sources of help/advice in school, outside school, locally, nationally by phone and online</li> </ul>
Family and Friendships Relationships	<ul style="list-style-type: none"> <li>• To know the stages of a human life cycle including birth</li> <li>• To understand that all babies, human and animals have mothers and fathers</li> <li>• Recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to</li> <li>• To feel empowered to end relationships when they become unhealthy</li> <li>• Recognise that two people who love each other can also be in a committed relationship, and not be married</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• To know the stages of a human life cycle including birth</li> <li>• To be able to identify parts of the reproductive system in males and females and describe their functions</li> <li>• To have considered appropriate terminology for use in different contexts</li> <li>• Explain what happens during periods (menstruation) and ejaculation and how to manage both</li> <li>• Explain why it is important and how to keep themselves clean during puberty</li> <li>• To know it is ok not to be the same as the people you see online or in the media</li> <li>• Recognise how media portrayal of adolescence and modern lifestyle is overly glamorised/distorted</li> </ul>
Online Relationships & Media	<ul style="list-style-type: none"> <li>• Describe feelings associated with a dare or being pressure to share something not wanted</li> <li>• Develop strategies to say no when feeling unsure about doing or sharing something</li> <li>• Know places and people they can go to when worried or for help (wider community/outside agencies)</li> </ul>
Feelings and Attitudes	<ul style="list-style-type: none"> <li>• Identify how their feelings have changed up till now and how they will change moving forwards</li> <li>• Be able to ask for help when feelings are new and overwhelming</li> <li>• Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</li> <li>• Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 5 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"> <li>• Consider why false or inaccurate information may be posted online</li> <li>• Explain why information that is online and in the media large number of sites may still be inaccurate or untrue</li> <li>• Understand some people may give me information to manipulate my actions and thinking online</li> <li>• Demonstrate actions that can be taken to keep self safe from others presenting a false picture of themselves.</li> </ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"> <li>• Consider how my online behaviours impact on who I am and how this can be both positive and negative</li> <li>• To consider what type of influences can at times encourage us to spend too much time online</li> <li>• Be able to recognise how I am different and similar to others</li> <li>• Understand how my online identity can be different to my ‘real life’ identity</li> </ul>
Staying safe online	<ul style="list-style-type: none"> <li>• Know how to manage privacy settings and safety features</li> <li>• Demonstrate an understanding of how apps work and use information that we enter into them e.g. contact, images, voice notes etc)</li> <li>• Consider how we keep information safe when using apps</li> <li>• Identify online content and ideas ownership</li> <li>• Know how to use reporting tools and features such as blocking other users</li> </ul>
Online reputation	<ul style="list-style-type: none"> <li>• Describe how others can find out information about me by looking online</li> <li>• Know what the recommended age limits are for different social media sites, apps and games (focus on social media)</li> <li>• Explain strategies to manage and protect my digital footprint</li> <li>• Explain the importance of my online reputation (especially to my future career) and describe ways of managing this</li> </ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"> <li>• Understand the ways in which you can check that someone is who they say they are</li> <li>• Understand ways to use your online community for positive means</li> <li>• Give examples where positive contributions have effected change in an online community (e.g. Gamergate, gaming communities, social media)</li> <li>• Explain strategies for assessing the degree of trust you place in people or organisations online</li> <li>• Describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting (and related terminology), trolling, harassment, stalking)</li> <li>• Describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour</li> <li>• Recognise cyberbullying can be different to bullying in the physical world and describe some of those differences</li> </ul>



**Year 5 – Knowledge & Skills**

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Consider that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours</li> <li>• To know that some people take drugs for non-medicinal purposes</li> <li>• To be able to recognise which drugs are medicinal</li> <li>• To consider the impact of medicines on the lives of some people</li> <li>• To know that some substances/drugs are illegal</li> <li>• Be able to assess the potential risks</li> <li>• Consider other people’s feelings and right to make an informed choice</li> <li>• To understand why some people choose to take drugs</li> <li>• To know the risks associated with smoking</li> <li>• Know that everyone has a choice whether or not to smoke</li> <li>• To know the effects of tobacco and smoking and how these relate to their personal health</li> <li>• Know that there are myths and misconceptions about smoking</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Identify what can influence people’s choices about their health</li> <li>• Identify that a habit might be something someone does occasionally, often or all the time</li> <li>• Recognise unhelpful habits can be changed or stopped</li> <li>• Identify habits that help us and habits that do not and some examples of healthy habits</li> <li>• Identify what is meant by health: physical, mental and emotional health</li> <li>• Describe the influence of media advertising / celebrity culture on health and lifestyle choices</li> <li>• Understand the way food labelling and advertising works</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• Describe personal hygiene routines that help keep good health and wellbeing and explain the importance of this in relation to preventing the spread of infection</li> <li>• Understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained (continued each year)</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Identify and show an ability to access appropriate people to tell or talk with about their concerns</li> <li>• Demonstrate an understanding of and ability to take responsible steps to get help when needed.</li> <li>• Identify how behaviours maybe affected by emergencies and demonstrate an ability to react appropriately and effectively in such times (including phrases, procedures etc)</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Explain why putting others under pressure, comes with shared responsibilities if things go wrong</li> <li>• Identify who they can talk to if feeling under pressure</li> <li>• Identify persuasive language that might be used if someone is daring someone else to do something</li> <li>• Demonstrate strategies to manage dares</li> <li>• Demonstrate strategies to use when feeling under pressure to do something, that makes them feel uncomfortable or that they believe to be wrong</li> </ul>





## Billingshurst Primary School – E4S Curriculum

### Year 5 – Knowledge & Skills

Strand	Objectives
<b>Emotional Health and Well being</b>	
Emotional Resilience	<ul style="list-style-type: none"> <li>• Recognise that change might bring a variety of feelings</li> <li>• Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</li> <li>• Identify when someone might need help with their feelings and who to talk to</li> <li>• Explain how to manage some of the emotional changes associated with puberty</li> </ul>
Sense of Self	<ul style="list-style-type: none"> <li>• Know that images used in the media and online may not necessarily reflect reality</li> <li>• Recognise what they are good at from what others tell them</li> <li>• Understand that their self-image may be different from the way others see them</li> <li>• Consider how self-image affects self-confidence</li> <li>• Consider a range of strategies to cope when self esteem is affected by others</li> <li>• Consider what is appropriate and not appropriate when coping with negative impacts on self esteem</li> <li>• Understand that self esteem has an impact of the way we see ourselves</li> </ul>
Well-being	<ul style="list-style-type: none"> <li>• Know what is meant by health: physical, mental and emotional health</li> <li>• Identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc</li> <li>• Understand the importance of sleep and how it affects the way we feel</li> <li>• Consider how the appropriate level of sleep can help us deal with the way we feel</li> <li>• Understand how other things contribute to our sense of wellbeing including sleep</li> <li>• Describe bedtime routines that help improve sleep and identify how our sleep patterns and needs might change as we grow up</li> <li>• Know strategies and actions that can be taken to help improve quality of sleep</li> <li>• Consider the parts of daily life choices that can impact on sleep</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Consider how feelings can exist that seek acceptance or approval from peers</li> <li>• Consider how the media influences opinions and attitudes and feelings</li> <li>• Recognise the positive effects of collaboration and how this makes us feel</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Be able to learn from previous experiences of change</li> <li>• Identify how they managed change before and how they might deal with it again, and develop strategies, including approaching others for help</li> <li>• Identify and celebrate achievements and strengths that can be taken into new contexts</li> <li>• Know it's natural to be wary of change</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 6 – Knowledge & Skills

Strand	Objectives
<b>Relationships and Sex Education</b>	
Being Safe	<ul style="list-style-type: none"> <li>• To understand the implications of sharing sexual images/videos</li> <li>• To understand that they have some control over the choice they make about looking after their bodies</li> <li>• Identify what the letters ‘FGM’ stand for and recognise that FGM physical abuse and to do this to someone is a serious crime</li> <li>• Identify the risks that FGM can have on a person’s present and future health explain the importance of speaking out about FGM</li> <li>• To explain in simple terms the concept of consent in relation to physical contact</li> <li>• To identify sources of help/advice in school, outside school, locally, nationally by phone and online</li> </ul>
Family and Friendships Relationships	<ul style="list-style-type: none"> <li>• To be able to identify parts of the reproductive system in males and females and describe their functions</li> <li>• To know and understand about the process of reproduction and birth as part of the human life cycle</li> <li>• Identify the links between love, committed relationships/marriage and conception</li> <li>• Correctly name male and female body parts associated with conception</li> <li>• Identify what sexual intercourse (human reproduction) is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>• Be able to explain in simple terms what is meant by ‘consenting’/‘consent</li> <li>• Be able to explain what pregnancy means, how long it lasts and where it occurs</li> <li>• Recognise what marriage/civil partnership means</li> <li>• Identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple’s personal beliefs</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• To being to understand how the media impact on forming attitudes</li> <li>• Explain why we should be careful when we hear people say ‘us’ ‘them’ ‘those types of people’ or label groups of people</li> <li>• To be able to recognise and challenge gender stereotypes</li> <li>• Know the difference between sex, gender and sexual orientation and that these are just one factor of a person’s identity</li> <li>• Explain that everyone is equal no matter their identity</li> </ul>
Online Relationships & Media	<ul style="list-style-type: none"> <li>• Identify what things people might want to keep things private</li> <li>• Recognise and identify how we can keep privacy in real and virtual situations.</li> <li>• Develop strategies to say no when feeling unsure about doing or sharing something</li> <li>• Know places and people they can go to when worried or for help (reporting/evidencing online issues)</li> </ul>
Feelings and Attitudes	<ul style="list-style-type: none"> <li>• Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</li> <li>• Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</li> <li>• Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</li> <li>• Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 6 – Knowledge & Skills

Strand	Objectives
<b>Digital and Media Literacy</b>	
Online content and critical thinking	<ul style="list-style-type: none"> <li>• Describe how some online information can be opinion but appear to be fact and consider why this may happen</li> <li>• Demonstrate ways to find out what is fact before acting upon it; making safe choices</li> <li>• Know of the rules around using someone else’s work or ideas</li> </ul>
Self-image, mental Health and well being	<ul style="list-style-type: none"> <li>• Consider what is unique about me that is part of who I am and how this may be affected by what I put online</li> <li>• Explore how parts of identity can be seen as positive or negative and recognise ways to have a positive impact on others</li> <li>• Know that identity online can be presented in many ways including gender</li> <li>• Consider how the media can shape ideas about gender</li> <li>• Be able to challenge gender representation online and consider how this impacts on our offline identity</li> <li>• Know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others</li> <li>• To know how to seek help when feelings are impacted by the way others appear online</li> </ul>
Staying safe online	<ul style="list-style-type: none"> <li>• Be able to use online tools such as flagging, reporting and blocking to mitigate the risk</li> <li>• Consider how we keep information safe when using apps identify online content and ideas ownership</li> </ul>
Online reputation	<ul style="list-style-type: none"> <li>• Explain how what I write online can affect my school, family or social group, or future opportunities</li> <li>• Know what the recommended age limits are for different social media sites, apps and games (focus on social media)</li> <li>• Understand how my digital footprint can impact on my future</li> <li>• Build an online presence using a range of technologies that provide a positive representation of who I am</li> </ul>
Online relationships and cyberbullying	<ul style="list-style-type: none"> <li>• Give examples of how to make positive contributions to online debates and discussions</li> <li>• Explain how and why people who you communicate with online may try to influence others negatively e.g. grooming; radicalisation; coercion</li> <li>• Describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying</li> <li>• Identify and demonstrate actions to support others who are experiencing difficulties online</li> <li>• Describe a range of different types of cyberbullying behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion)</li> </ul>



**Year 6 – Knowledge & Skills**

Strand	Objectives
<b>Physical Health and Well being</b>	
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• Know where smokers can get help to stop smoking</li> <li>• Understand why smokers may need help to stop</li> <li>• Know where smoking is allowed and not allowed in the community</li> <li>• Know what is meant by passive smoking</li> <li>• To know how people smoking can affect others</li> <li>• Know that there are rules and laws about smoking and there are different attitudes towards smoking</li> <li>• To know that everyone makes choices throughout each day and understand what factors that may influence these choices</li> <li>• Understand that unwanted influence and pressure may come from friends</li> <li>• Know that actions have consequences for themselves and others</li> <li>• Be able use some strategies to resist unwanted pressure</li> </ul>
Eating well and being active	<ul style="list-style-type: none"> <li>• Explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy</li> <li>• Recognise that there is help for people who want to change or stop habits (e.g. stop smoking support)</li> <li>• Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional</li> <li>• Consider the impact of influences from peers about the choices we make in food</li> <li>• Understand how role models and media images impact on the choices we make</li> </ul>
Hygiene and protecting your health	<ul style="list-style-type: none"> <li>• Understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</li> </ul>
Keeping safe and emergencies	<ul style="list-style-type: none"> <li>• Demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc</li> </ul>
Keeping safe and risks	<ul style="list-style-type: none"> <li>• Recognise how the need for peer approval can put pressure on us to do what others say or do and how this can make us feel</li> <li>• Give examples of how the media influences opinions and attitudes</li> </ul>



## Billingshurst Primary School – E4S Curriculum

### Year 6 – Knowledge & Skills

Strand	Objectives
<b>Emotional Health and Well being</b>	
Emotional Resilience	<ul style="list-style-type: none"> <li>• Explain how to manage some of the emotional changes associated with puberty</li> <li>• Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</li> <li>• Identify when feelings might be overwhelming and describe how this can feel</li> </ul>
Sense of Self	<ul style="list-style-type: none"> <li>• Recognise that images in the media can be changed, altered or adapted</li> <li>• Identify how an image can influence someone’s view about a place or product</li> <li>• Recognise how this might make someone feel about themselves or their own life</li> <li>• Consider how images may be changed to build up a point of view or create an opinion of others.</li> <li>• Identify their personal goals and describe aspirations for secondary school or beyond</li> </ul>
Well-being	<ul style="list-style-type: none"> <li>• Develop an understanding of what can affect health and wellbeing</li> <li>• Describe choices that have positive consequences on health and those which may have more negative effect</li> <li>• Discuss health and wellbeing issues that affect themselves and others (e.g. emotion, pressure, sleep, being active, etc.)</li> <li>• Consider sources of information regarding health and wellbeing</li> <li>• Develop an understanding of what external influences affect their own health and wellbeing.</li> <li>• Identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Consider why people may ‘volunteer’ or choose to work for / with the community and what difference this makes to others and how this may affect their feelings of self/ self-worth/ self-identity</li> <li>• Identify some of the ways people can show respect for different cultures and identities</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Describe how starting a new school might feel and why</li> <li>• Understand how feelings might change when we move from one school to another</li> <li>• Demonstrate strategies to manage feelings that might be experienced when changing schools.</li> <li>• Understand how feelings might change when we move from one school to another</li> <li>• Describe how starting a new school might feel and why</li> <li>• Know that many children have mixed feelings about going to secondary school</li> <li>• Know that when during a move to a new/ secondary school many things in our lives will stay the same</li> <li>• Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave</li> <li>• Have strategies to deal with new beginnings</li> <li>• Reflect positively on leaving a school and consider how this may help with feelings and loss.</li> </ul>