



"...Think MORE; Be a Westmorland Warrior"

PSHE Policy

Westmorland Primary School

Autumn Term

2025



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Personal, Social, Health, Economic (PSHE) Policy

Personal, social, health and economic (PSHE) lessons give children strategies to promote their well-being, keep them safe and encourage them to become healthy, independent and responsible members of society. It inspires our pupils to offer positive contributions to the life of the school and the wider community, including their role in a multicultural society, and to prepare them for an adult world where they can make the most of their life, work and futures. In so doing, we help develop their sense of self-worth.

At Westmorland Primary School we teach children how society is organised and governed. We promote British Values and each PSHE lesson has links to either democracy, the rule of law, individual liberty or mutual respect and tolerance. We ensure that they experience the process of democracy in school through the school and class councils. We teach them about rights and responsibilities. As part of Global Citizenship, they will learn to value themselves and the people of the world. They will also be exposed to each of the protected characteristics over their PSHE lessons at Westmorland.

Curriculum

In Westmorland Primary School, PSHE is taught under 3 core themes as outlined by the PSHE association:

Relationships (Autumn Term)

- Families and Close Positive Relationships
- Friendships.
- Managing Hurtful Behaviour and Bullying.
- Safe Relationships
- Respecting Self and Others

Health and Wellbeing (Spring Term)

- Healthy Lifestyles (physical wellbeing)
- Mental Health
- Ourselves, Growing and Changing
- Keeping Safe
- Drugs, Alcohol and Tobacco

Living in the Wider World (Summer Term)

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing : Money
- Economic wellbeing : Aspirations, Work and Career.

Statutory Relationships and Sex and Health education (RSHE) is weaved throughout the year. Please see the additional RSHE policy for further information.

Please see the appendix at the end of this document for the progression of skills for each year group.



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Lessons

Teachers use Knowledge Organisers which include objectives for the half term, key vocabulary, a lesson resources planner. The prior learning and memorable content is also detailed for each half term on the knowledge organiser.

Teachers will plan and teach lessons that include Westmorland's MORE intent:

- M** - Memorable Learning
- O** - Oracy
- R** - Reading
- E** - Experiences (Real Life)

We encourage children to take part in discussions and problem-solving activities as well as taking part in a range of practical activities.

PSHE has a lot of cross curricular links especially in Computing (education for a connected world), Science (Physical Health and Fitness) and R.E. (British Values - To encourage mutual respect and tolerance of those with different faiths and beliefs.)

We enhance PSHE through activities and whole-school events centred around nationally recognised weeks and days such as anti-bullying, road safety and mental health.

Early Years and the Foundation Stage

The development of children's personal, social and emotional skills begin when they enter school during their nursery or reception year. This area of development is given high priority throughout their time in the foundation stage as it covers development skills which are essential to each child's ability to enjoy and achieve at school. PSHE in the Early Years is taught through circle time, group activities, play based activities and through adults working as positive role models within continuous provision. Early Years staff respond to the needs of their cohort with reactive circles as needed to discuss issues that may arise. They also use resources from 1decision within pod times along with stories.

Teaching PSHE to Children with SEN

At Westmorland we teach PSHE to all children. Our teachers adapt lessons as needed so that children with SEN can access PSHE alongside their peers. Children work in mixed ability groups during activities and discussion so that support is available from peers as well as adults. Careful consideration is given to these groups so that personalities and needs are best matched so that all children can achieve.

Resources

Resources from the PSHE association are used to support lessons from Year 1 to Year 6. Each knowledge organiser has a resources planner included so that teachers can see what is available from the PSHE association and then supplement with additional resources as needed.

Resources from 1decision are also used across school so that lessons are varied and engaging for children. In addition, each phase has a box of relevant and age appropriate books to support PSHE lessons and promote reading as well as books in the school library.

Other resources are also shared by the PSHE Co-ordinator and available for all staff to access as new materials become available or are shared through network meetings. Advice about all aspects of PSHE, including resources, is available from Tanya Cross (LA Health and Well-Being advisor).



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Assessment and Recording

Our teachers assess the children's work in PSHE by making informed judgements, as they observe them and the work done in each lesson, gauging it against the specific learning objectives for that lesson. These teacher judgements are recorded each half term on the year group assessment grids which highlight the children who are working above or below age related expectations.

Work is displayed each week in the class floor book. The floor book content from each lesson will vary week to week depending on what is covered in that lesson. Photographs, post its to record views, posters, pictures and pieces of writing are just some of the work that could be recorded here. Please see staff implementation guide for more details.

Pupil Voice

Pupil voice is obtained as part of the monitoring cycle detailed below. In addition, each class holds a weekly 'Learning Council'. This is a forum which develops the impact of pupil voice to improve learning on an ongoing basis. There is also a school council with children from Year 1 to 6 which meets regularly throughout the year to discuss any school issues as well as being involved in any school wide projects.

Monitoring and Review

The PSHE Subject Leader is responsible for monitoring the standards of children's learning and the quality of teaching. This is achieved termly through monitoring of planning, floorbooks, lessons and pupil voice questions and discussion.

The co-ordinator supports colleagues by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy will be reviewed annually. It is the responsibility of the PSHE Subject Leader to write it.

L. Garner Autumn 2025



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Appendix

Year 1

<p>Autumn Term: Relationships</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online ECW1 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 ECW2 I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought ECW3 I can give examples of when I should ask permission to do something online and explain why this is important R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous</p>
<p>Spring Term: Health and Wellbeing</p>	<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them ECW9 I can identify rules that help keep us safe and healthy in and beyond the home when using technology and. I can give some simple examples of these rules</p>



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Summer Term: Living in the Wider World

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- ECW4 I can give examples of how I (might) use technology to communicate with people I know
- ECW5 I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)
- L8. about the role of the internet in everyday life
- ECW6 I can talk about how to use the internet as a way of finding information online.
- ECW7 I can identify devices I could use to access information on the internet.
- ECW8 I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).
- L14. that everyone has different strengths
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs



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Year 2

Autumn Term: Relationships

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- ECW10. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- ECW11. I can explain how other people may look and act differently online and offline.
- ECW12. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- ECW13. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do online.
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term: Health and Wellbeing</p>	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>ECW19. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>ECW20. I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>ECW21. I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term: Living in the Wider World</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L8. about the role of the internet in everyday life</p> <p>ECW14. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>ECW15. I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)</p> <p>ECW16. I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>ECW17. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>L9. that not all information seen online is true</p> <p>ECW18. I can explain why some information I find online may not be real or true</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p>



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Year 3

Autumn Term: Relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- ECW22. I can explain what is meant by the term 'identity and can explain how people can represent themselves in different ways online.
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- ECW23. I can explain how someone's feelings can be hurt by what is said or written online; I can describe appropriate ways to behave towards other people online and why this is important.
- ECW24. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R30 recognise personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term: Health and Wellbeing</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these ECW29. I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos) H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about ECW30. I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term: Living in the Wider World</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L11. Recognise ways in which the internet and social media can be used both positively and negatively ECW25. I can explain how the internet can be used to sell and buy things ECW26. I can describe how connected devices can collect and share anyone’s information with others ECW27. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and risks might be L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L25. To recognize positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them ECW28. 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 L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>



Year 4

<p>Autumn Term: Relationships</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face ECW31. I can explain how my online identity can be different to my offline identity and I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this ECW32. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns ECW33. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>Spring Term: Health and Wellbeing</p>	<p>H2. about the elements of a balanced, healthy lifestyle ECW38. I can explain how using technology can be a distraction from other things, in both a positive and negative way. H5. about what good physical health means; how to recognise early signs of physical illness H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H38. how to predict, assess and manage risk in different situations H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>



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Summer Term: Living in the Wider World

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L6. About the different groups that make up their community; what living in a community means
- ECW34. I can describe ways people who have similar likes and interests can get together online
- L7. to value the different contributions that people and groups make to the community
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- ECW35. 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)
- ECW36. 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. the risks might be
- ECW37. I can explain how search engines work and how results are selected and ranked.
- L17. about the different ways to pay for things and the choices people have about this
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money



Year 5

<p>Autumn Term: Relationships</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>ECW39. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>ECW40. I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>Spring Term: Health and Wellbeing</p>	<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups</p> <p>ECW45. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>ECW46. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals</p> <p>H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>



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Summer Term: Living in the Wider World

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- ECW41. 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).
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- ECW42. I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result
- ECW43. 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).
- ECW44. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



Year 6

Autumn Term: Relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R26. about seeking and giving permission (consent) in different situations
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- ECW47. 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.
- R30 how personal personal behaviour can affect other people; to recognise and model respectful behaviour online
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.



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Spring Term: Health and Wellbeing

- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- ECW56. 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)
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and other
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages
- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns



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Summer Term: Living in the Wider World

- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- ECW48. 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.
- ECW49. 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.
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- R21. about discrimination: what it means and how to challenge it
- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- ECW50. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose
- L11. Recognise ways in which the internet and social media can be used both positively and negatively
- ECW51. I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- ECW52. I can explain how sharing something online may have an impact either positively or negatively.
- ECW53. 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
- ECW54. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- ECW55. I can describe the difference between online misinformation and dis-information.
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions