

NMPS: Overview of PD objectives 2034-24(Including RSHE)

	Families and people who care about me	Caring friendships	Online Relationships/ Internet safety	Respectful relationships	Physical health and mental wellbeing	Keeping safe	Additional objectives - Term 1
EYFS	<p>LINK English: Superhero Mum Know who is in their family and that other families can look different.</p>	<p>Know what a friendship is and name my friends. Say how friends make me feel.</p>	<p>Know what the internet is and what it's benefits are.</p>		<p>Know how to make a clear and efficient call to emergency services if necessary.</p> <p>Learn about personal hygiene and the importance of handwashing, sneeze stations and teeth brushing.</p>	<p>Stranger Danger/Getting Lost LINK English: Hansel and Gretel Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Know how to make a clear and efficient call to emergency services if necessary</p>	<p>Rights and responsibilities - To know our classroom rules</p> <p>To know how to cast a vote, with support</p> <p>To recognise what they like and dislike</p> <p>To understand basic road safety.</p> <p>To begin to know about their family heritage.</p>

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<p>1</p>	<p>1a LINK to RE Learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know that some families have married couples and others do not.</p>	<p>1b Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>1c Know the rules and principles for keeping safe online (passwords, sharing information and making friends), how to recognise ‘warnings ’on screen and how to report issues.</p> <p>Recap - 1d LINK to computing Know that for most people the internet is an integral part of life and has many benefits including shopping, connecting with people, leisure.</p>	<p>1e LINK English: The Lion Inside Know about different types of bullying (including cyberbullying), the impact of bullying, and how to get help.</p> <p>1f Know the conventions of courtesy and manners, in the context of school.</p>	<p>1g LINK Science/PE Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Learn about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Learn about the characteristics and mental and physical benefits of an active lifestyle</p> <p>1h Link to science Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>1i Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p>1j LINK to English text Ruby’s worry Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>1k Learn about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Secrets and NSPCC PANTS)</p> <p>1l Be confident to make a clear and efficient call to emergency services if necessary, with their address.</p>	<p>1m Rights and responsibilities - to know and follow our classroom rules</p> <p>1n To be able to cast a vote independently</p> <p>1o To recognise, name and deal with feelings in a positive way.</p> <p>1p To listen to and share opinions on things that matter to them, including on the environment.</p> <p>1q To understand road safety and fire safety.</p> <p>1r To know about their family heritage.</p>
<p>2 ZONES of regulation (all)</p>	<p>2a Know that families are important for children growing up because they can give love, security and stability.</p>		<p>2b LINK to Computing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>2d LINK English: Wolves Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>2e Know practical steps they can take in a range of different</p>	<p>2g Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>2h Learn how to recognise and talk about their emotions,</p>	<p>2m Know to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>2n How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Stranger danger revisited)</p>	<p>2p Rights and responsibilities - To help develop our classroom rules</p> <p>2q To know how to set a goal</p> <p>2r To understand how a vote works and cast a vote.</p> <p>2s To take part in a simple debate about topical issues</p>

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			<p>2c Know where and how to report concerns and get support with issues online</p>	<p>contexts to improve or support respectful relationships (differences, listening, saying sorry)</p> <p>2f Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and upstanders and how to get help.</p>	<p>including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>2i Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>2j Link to science Know what constitutes a healthy diet</p> <p>2k Learn about the importance of sufficient good quality sleep for good health</p>		<p>2t To know that they belong to various groups and communities</p> <p>2u To know what improves and harms their local environments and some of the ways that people look after them.</p> <p>2u To understand that money comes from different sources and can be used for different purposes.</p> <p>2w To know about their and their friends' heritage or culture/religion.</p>
<p>3 Protective behaviours course</p>	<p>3a Discuss the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>3b Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>3c Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. Know to speak out to stay safe.</p>	<p>3d LINK to computing Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>3e Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online</p> <p>3f Understand how information and data is shared and used online.</p>	<p>3g LINK English: The Iron Man Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. (see 'protected characteristics' in the Equality Act 2010 and make reference to this)</p> <p>Recap - 3h Know the conventions of courtesy and manners</p>	<p>3i Link Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>3j Learn about the characteristics and mental and physical benefits of an active lifestyle. Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>3k Link to science: Know what constitutes a healthy diet Learn about the principles of planning and preparing a range of healthy meals</p>	<p>3m to assembly (growth) Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>3n Know what sorts of boundaries are appropriate in friendships with peers and others (safe, positive touch and link to school rules)</p>	<p>3o Rights and responsibilities - To create and follow our classroom rules</p> <p>3p To understand about a range of jobs, know how to set a goal and communicate their aspirations</p> <p>3q To understand democracy, cast a vote and understand the result</p> <p>3r To take part in a simple debate about topical issues.</p> <p>3s To be confident in road safety, fire safety and to get help in school or at home if someone is injured.</p>

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					3l Learn about the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		
4 My Feelings	4a That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Recap - 4b Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Then - 4c Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Recap - Know that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. 4d LINK to computing Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4e Understand why social media, some computer games and online gaming, for example, are age restricted 4f Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is	4g LINK English: Malala that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 4h Learn about practical steps they can take in friendships to improve or support respectful relationships. (differences, compromise, praising)	4i Know that mental wellbeing is a normal part of daily life, in the same way as physical health. 4j Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 4k Learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4l Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 4m LINK to Science / dangers around electricity Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries. 4n Link to science (teeth) Learn about the characteristics of a poor diet	4o Know where to get advice e.g. family, school and/or other sources. Recap - 4p Know what sorts of boundaries are appropriate in friendships with peers both in and out of school (including in a digital context - are 'friends' made online really friends?). 4q Know how to recognise and report feelings of being unsafe or feeling bad about any adult.	4r To write and follow our classroom rules and learn about rights/repsonibilities in our school community 4s To share their aspirations and have goals to develop skills to help them achieve these. 4t To understanding what motivates behaviour. 4u To understand democracy, casting a vote and accept the result. 4w To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;

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			ranked, selected and targeted.		and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist		
5 In reach CAMHs assemblies		<p>5b LINK to English: The Unforgotten coat Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Recap - 5c Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Understand restorative conversations.</p>	<p>5d LINK to computing Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>5e Learn that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>5f Learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>	<p>5g LINK to English: The Unforgotten Coat Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>5h Understand what self respect and self esteem are</p> <p>5i Know how to use practical steps that can be taken in a range of different contexts to improve or support respectful relationships. (compromise, listening, not putting pressure)</p>	<p>5j Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (CAMHs assemblies)</p> <p>5k Know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (CAMHs assemblies)</p> <p>5l Know about the risks associated with an inactive lifestyle (including obesity). Know how and when to seek support including which adults to speak to in school if they are worried about their health. Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p>	<p>5n Know where to get advice e.g. family, school and/or other sources. Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>5o Know the facts and science relating to allergies, immunisation and vaccination.</p>	<p>5p Rights and responsibilities - To understand rights and responsibilities in our school and local community</p> <p>5q To talk positively about themselves, share their aspirations and have goals.</p> <p>5r To know how behaviour affects groups.</p> <p>5s To understand democracy and how this is used in institutions.</p> <p>5t To look after their money and understand their future wants and needs can be met through saving</p>

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					5m Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle		
6 School nurse sessions	<p>6a Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>6b Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Focus on children’s rights and discuss British values (individual liberty) including forced marriage.</p>	<p>Recap - 6c LINK to English: Holes Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>6d Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>6e Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.</p>	<p>6f LINK to computing Understand how information and data is shared and used online.</p> <p>Recap - 6g Learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</p> <p>6h Understand why social media, some computer games and online gaming, for example, are age restricted</p> <p>6i Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>6k Know the importance of self-respect and how this links to their own happiness.</p> <p>6m Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>6n Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>6o Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>6p Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>6q Link to science Know what constitutes a healthy diet (including understanding calories and other nutritional content) Learn the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>6t Link to assembly (growth) Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Know what to do if they are not feeling heard.</p> <p>6u Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>6v Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>6w To share their aspirations and have goals for their academic, social and personal development.</p> <p>6x To understand group dynamics and how behaviour affects groups. Understand what anti social behaviour is.</p> <p>6y To understand democracy and about the basic institutions that support it locally and nationally.</p> <p>6z To recognise the role of various voluntary and community groups.</p>

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			<p>6j Know where and how to report concerns and get support with issues online, including as an adult and the role of the police.</p>		<p>6r Link to science Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>6s Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle</p>		
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