

Category	LO	Descriptor	Year	Subject	Lesson(s) or Topic
Basic First Aid	BFA1	Basic treatment for common injuries.	7	PSHE	First Aid & Hygiene
Basic First Aid	BFA2	Life-saving skills, including how to administer CPR.	9	PSHE	First Aid & CPR
Basic First Aid	BFA3	The purpose of defibrillators, when one might be needed and who can use them.	9	PSHE	First Aid & CPR
Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	8	PSHE	Contraception & Consent
Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	8	Stay Safe Day	Healthy Relationships
Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	9	PSHE	Consent
Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	10	PSHE	Consent & Intimacy
Being Safe	BS10	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	9	Stay Safe Day	Cyberstalking
Being Safe	BS11	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	8	PSHE	CSE presentation
Being Safe	BS11	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	10	PSHE	CSE
Being Safe	BS12	The concepts and laws relating to forced marriage.	11	Religious Studies	Relationships
Being Safe	BS13	The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	8	PSHE	Cultural Awareness
Being Safe	BS14	That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	10	PSHE	Sex & the Media
Being Safe	BS15	That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	10	PSHE	Sex & the Media
Being Safe	BS16	How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.		Covered whole school	
Being Safe	BS2	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	8	PSHE	Contraception & Consent
Being Safe	BS2	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	9	PSHE	Consent
Being Safe	BS2	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	10	PSHE	Consent & Intimacy
Being Safe	BS3	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	8	Stay Safe Day	Healthy Relationships
Being Safe	BS3	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	9	PSHE	Press & Media
Being Safe	BS4	How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	9	PSHE	Increasing Independence
Being Safe	BS5	What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	10	PSHE	Sexual Harassment & Rape Culture
Being Safe	BS6	That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	7	PSHE	E-Safety lessons
Being Safe	BS6	That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	10	PSHE	Sexual Harassment & Rape Culture
Being Safe	BS7	The concepts and laws relating to sexual violence, including rape and sexual assault.	9	PSHE	Consent
Being Safe	BS7	The concepts and laws relating to sexual violence, including rape and sexual assault.	10	PSHE	Sexual Harassment & Rape Culture
Being Safe	BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	8	PSHE	Consent
Being Safe	BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	9	PSHE	Consent
Being Safe	BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	10	PSHE	Consent, Intimacy and Pleasure
Being Safe	BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	10	PSHE	Sexual Harassment & Rape Culture
Being Safe	BS9	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	8	Stay Safe Day	Healthy Relationships
Being Safe	BS9	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	9	Stay Safe Day	Cyberstalking
Drugs, Alcohol, Tobacco & Vaping	DATV1	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	7	PSHE	Drugs, Medicines & Smoking
Drugs, Alcohol, Tobacco & Vaping	DATV1	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	8	Stay Safe Day	Alcohol & Drugs session
Drugs, Alcohol, Tobacco & Vaping	DATV1	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	9	PSHE	Drugs & Substances
Drugs, Alcohol, Tobacco & Vaping	DATV1	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	9	Stay Safe Day	Drugs Session
Drugs, Alcohol, Tobacco & Vaping	DATV2	The law relating to the supply and possession of illegal substances.	7	PSHE	Drugs and Medicines
Drugs, Alcohol, Tobacco & Vaping	DATV2	The law relating to the supply and possession of illegal substances.	8	Stay Safe Day	Alcohol & Drugs session
Drugs, Alcohol, Tobacco & Vaping	DATV2	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.	8	Stay Safe Day	Alcohol & Drugs session
Drugs, Alcohol, Tobacco & Vaping	DATV2	The law relating to the supply and possession of illegal substances.	9	PSHE	Drugs & Substances

Drugs, Alcohol, Tobacco & Vaping	DATV2	The law relating to the supply and possession of illegal substances.	9	Stay Safe Day	Drugs Session
Drugs, Alcohol, Tobacco & Vaping	DATV3	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.	10	PSHE	Alcohol & Parties
Drugs, Alcohol, Tobacco & Vaping	DATV3	Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	10	PSHE	Alcohol & Parties
Drugs, Alcohol, Tobacco & Vaping	DATV4	Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	8	Stay Safe Day	Alcohol & Drugs session
Drugs, Alcohol, Tobacco & Vaping	DATV4	Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	11	PSHE	Holidays & Festivals
Drugs, Alcohol, Tobacco & Vaping	DATV5	The dangers of the misuse of prescribed and over-the-counter medicines.	7	PSHE	Drugs, Medicines & Smoking
Drugs, Alcohol, Tobacco & Vaping	DATV6	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	8	Science	Microorganisms & medicine
Drugs, Alcohol, Tobacco & Vaping	DATV6	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	9	Science	Non communicable diseases
Drugs, Alcohol, Tobacco & Vaping	DATV6	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	9	Science	Non-Communicable Diseases
Drugs, Alcohol, Tobacco & Vaping	DATV7	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	7	PSHE	Vaping
Developing Bodies	DB1	The main changes which take place in males and females, and the implications for emotional and physical health.	7	Science	Reproduction
Developing Bodies	DB1	The main changes which take place in males and females, and the implications for emotional and physical health.	7	PSHE	Puberty
Developing Bodies	DB1	The main changes which take place in males and females, and the implications for emotional and physical health.	7	Science	Reproduction
Developing Bodies	DB1	The main changes which take place in males and females, and the implications for emotional and physical health.	11	Science	Hormones
Developing Bodies	DB2	The facts about puberty, the changing adolescent body, (including brain development.)	7	Science	Reproduction
Developing Bodies	DB2	The facts about puberty, the changing adolescent body, including brain development.	11	Science	Hormones
Developing Bodies	DB3	About menstrual and gynaecological health, including: -what is an average period; -period problems such as premenstrual syndrome; - heavy menstrual bleeding; endometriosis; - and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals	7	Science	Reproduction
Developing Bodies	DB3	About menstrual and gynaecological health, including: -what is an average period; -period problems such as premenstrual syndrome; - heavy menstrual bleeding; endometriosis; - and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals	10	PSHE	Feminine Health
Developing Bodies	DB3	About menstrual and gynaecological health, including: -what is an average period; -period problems such as premenstrual syndrome; - heavy menstrual bleeding; endometriosis; - and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals	11	Science	Hormones
Developing Bodies	DB4	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	7	Science	Reproduction
Developing Bodies	DB4	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	11	Science	The menstrual cycle
Families	F1	That there are different types of committed, stable relationships.	8	PSHE	Relationships & Commitment; LGBT & Identity
Families	F1	That there are different types of committed, stable relationships.	8	Stay Safe Day	Healthy Relationships
Families	F2	How these relationships might contribute to wellbeing, and their importance for bringing up children.	11	PSHE	Parenting & Marriage
Families	F3	Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	11	Religious Studies	Relationships
Families	F4	That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	11	Religious Studies	Relationships
Families	F5	That forced marriage and marrying before the age of 18 are illegal.	11	Religious Studies	Relationships
Families	F6	How families and relationships change over time, including through birth, death, separation and new relationships.	9	PSHE	Difficult relationship experiences
Families	F6	How families and relationships change over time, including through birth, death, separation and new relationships.	11	PSHE	Parenting & Marriage
Families	F7	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	11	PSHE	Parenting & Marriage
Families	F8	How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	8	Stay Safe Day	Healthy Relationships
Healthy Eating	HE0	How to maintain healthy eating and the links between poor diet and health risks, unhealthy weight gain, and cardiovascular disease.	7	Food & Nutrition	Y7 rotation
Healthy Eating	HE1	How to maintain healthy eating and the links between poor diet and health risks, unhealthy weight gain, and cardiovascular disease.	8	Food & Nutrition	Y8 Rotation
Healthy Eating	HE1	How to maintain healthy eating and the links between poor diet and health risks, unhealthy weight gain, and cardiovascular disease.	8	SCIENCE	Digestion
Healthy Eating	HE1	How to maintain healthy eating and the links between poor diet and health risks, unhealthy weight gain, and cardiovascular disease.	9	SCIENCE	Non Communicable diseases
Healthy Eating	HE2	The risks of unhealthy weight gain, including risks of cancer, type 2 diabetes and cardiovascular disease	9	SCIENCE	Non communicable diseases
Healthy Eating	HE3	The impacts of alcohol on diet and unhealthy weight gain.	9	SCIENCE	Non communicable diseases
Health Protection & Prevention	HPP1	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	7	Science	Microorganising & medicine
Health Protection & Prevention	HPP1	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	9	Science	Communicable Diseases
Health Protection & Prevention	HPP1	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	10	Science	Animal transport
Health Protection & Prevention	HPP2	Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	7	Food & Nutrition	Y7 Rotation- sugars
Health Protection & Prevention	HPP3	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	9	PSHE	Increasing Independence
Health Protection & Prevention	HPP4	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	11	PSHE	Screening & Illness
Health Protection & Prevention	HPP5	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. (The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.)	8	Science	Microorganisms
Health Protection & Prevention	HPP5	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. (The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.)	8	Assembly	Vaccinations

Health Protection & Prevention	HPP5	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. (The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.)	9	Science	Communicable diseases
Health Protection & Prevention	HPP5	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. (The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.)	10	Science	Animal Transport & Defence
Health Protection & Prevention	HPP6	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	7	PSHE	Looking After Yourself
Health Protection & Prevention	HPP7	The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	10	PSHE	Fertility Choices
Health Protection & Prevention	HPP8	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	9	PSHE	Increasing Independence
Health Protection & Prevention	HPP9	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	9	PSHE	Increasing Independence
Intimate & Sexual Relationships	ISR1	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	10	PSHE	Consent & Intimacy
Intimate & Sexual Relationships	ISR10	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	8	Stay Safe Day	Alcohol & Drugs session
Intimate & Sexual Relationships	ISR10	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	10	PSHE	Alcohol & Parties
Intimate & Sexual Relationships	ISR11	How and where to seek support for concerns around sexual relationships including sexual violence or harms.	9	Stay Safe Day	Cyberstalking
Intimate & Sexual Relationships	ISR12	How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	9	Science	Communicable Diseases
Intimate & Sexual Relationships	ISR12	How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	10	PSHE	STIs
Intimate & Sexual Relationships	ISR2	The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	8	PSHE	Contraception & Consent
Intimate & Sexual Relationships	ISR2	The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	9	PSHE	Consent
Intimate & Sexual Relationships	ISR3	Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	8	PSHE	Contraception & Consent
Intimate & Sexual Relationships	ISR3	Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	9	PSHE	Consent
Intimate & Sexual Relationships	ISR4	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	10	PSHE	Consent & Intimacy
Intimate & Sexual Relationships	ISR5	That some sexual behaviours can be harmful.		PSHE	Various
Intimate & Sexual Relationships	ISR6	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	8	PSHE	Contraception & Consent
Intimate & Sexual Relationships	ISR6	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.	10	PSHE	Fertility Choices
Intimate & Sexual Relationships	ISR7	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	10	PSHE	Fertility Choices; Unplanned Pregnancy
Intimate & Sexual Relationships	ISR7	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	11	Religious Studies	Relationships
Intimate & Sexual Relationships	ISR8	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	9	Science	Communicable Diseases
Intimate & Sexual Relationships	ISR8	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	10	PSHE	STIs
Intimate & Sexual Relationships	ISR8	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	11	Science	Hormones
Intimate & Sexual Relationships	ISR9	The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.	9	Science	Communicable Diseases
Intimate & Sexual Relationships	ISR9	The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.	10	PSHE	STIs
Mental Wellbeing	MW1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	7	PSHE	Mental Health
Mental Wellbeing	MW10	That the co-occurrence of alcohol/drug use and poor mental health is common, and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	9	Stay Safe Day	Drugs
Mental Wellbeing	MW2	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	9	SCIENCE	Non-Communicable & Communicable Diseases
Mental Wellbeing	MW2	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	7	PE	Across Curriculum
Mental Wellbeing	MW2	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	7	PSHE	Looking After Yourself
Mental Wellbeing	MW3	That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	8	PSHE	Relationships & Commitment
Mental Wellbeing	MW4	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.		Covered whole school	
Mental Wellbeing	MW5	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	7	PSHE	Mental Health
Mental Wellbeing	MW5	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	9	PSHE	Healthy & Unhealthy Coping Strategies

Mental Wellbeing	MW5	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	10	PSHE	Reframing Negative Thinking
Mental Wellbeing	MW6	How to critically evaluate which activities will contribute to their overall wellbeing.	9	PSHE	Healthy & Unhealthy Coping Strategies
Mental Wellbeing	MW6	How to critically evaluate which activities will contribute to their overall wellbeing.	10	PSHE	Reframing Negative Thinking
Mental Wellbeing	MW7	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	9	PSHE	Healthy & Unhealthy Coping Strategies
Mental Wellbeing	MW7	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	7	PSHE	"English, Drama and Citizenship"
Mental Wellbeing	MW7	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	10	PSHE	Reframing Negative Thinking
Mental Wellbeing	MW8	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	9	PSHE	Gambling & Money Dilemmas
Mental Wellbeing	MW9	That the co-occurrence of alcohol/drug use and poor mental health is common, and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	9	PSHE	Drugs & Substances
Mental Wellbeing	MW9	That the co-occurrence of alcohol/drug use and poor mental health is common, and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	8	Stay Safe Day	Alcohol & Drugs session
Online Safety & Awareness	OSA1	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	7	PSHE	Rules, Laws and Responsibilities; E-Safety lessons
Online Safety & Awareness	OSA10	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	7	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA10	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	8	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA10	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	9	Stay Safe Day	Cyberstalking
Online Safety & Awareness	OSA11	That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	10	PSHE	Sex & the Media
Online Safety & Awareness	OSA11	That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	11	PSHE	E-Safety: Misogyny
Online Safety & Awareness	OSA12	How information and data is generated, collected, shared and used online.	7	PSHE	E-Safety lessons
Online Safety & Awareness	OSA13	That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	9	PSHE	Money & Scams
Online Safety & Awareness	OSA14	That criminals can operate online scams, for example using fake websites or emails to extort	9	PSHE	Money & Scams
Online Safety & Awareness	OSA15	That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	11	PSHE	E-Safety: Misogyny
Online Safety & Awareness	OSA2	Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	7	PSHE	E-Safety lessons
Online Safety & Awareness	OSA3	The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	7	PSHE	E-Safety lessons
Online Safety & Awareness	OSA3	The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	9	PSHE	E-Safety lessons
Online Safety & Awareness	OSA4	Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	7	PSHE	E-Safety lessons
Online Safety & Awareness	OSA5	That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	7	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA5	That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	9	Stay Safe Day	Online Safety
Online Safety & Awareness	OSA6	What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	7	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA6	What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	8	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA6	What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	9	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA7	About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	11	PSHE	E-Safety: Misogyny
Online Safety & Awareness	OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	8	Stay Safe Day	Online Safety
Online Safety & Awareness	OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	8	PSHE	Body Image
Online Safety & Awareness	OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	9	PSHE	Age Appropriate Media

Online Safety & Awareness	OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	9	Stay Safe Day	Online Safety
Online Safety & Awareness	OSA9	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	7	PSHE	E-Safety Lessons
Online Safety & Awareness	OSA9	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	8	PSHE	E-Safety Lessons
Physical Health	PH1	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	9	SCIENCE	Non communicable diseases
Physical Health	PH2	Factual information about the prevalence and characteristics of more serious health conditions.	9	SCIENCE	Non communicable diseases
Physical Health	PH3	That physical activity can promote wellbeing and combat stress.	7	PE	Across curriculum
Physical Health	PH3	The science relating to blood, organ and stem cell donation.	7	Science	Organs
Physical Health	PH3	That physical activity can promote wellbeing and combat stress.	9	SCIENCE	Communicable diseases
Physical Health	PH4	The science relating to blood, organ and stem cell donation.	10	Science	Cell division
Physical Health	PH4	The science relating to blood, organ and stem cell donation.	10	PSHE	Blood & Organ Donation
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	7	PSHE	Max Respect; Emergency Situations
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	7	Geography	Snipe Dales fieldwork
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	8	Stay Safe Day	Road Safety
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	9	Stay Safe Day	Fire Safety
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	11	PSHE	Young Passenger Awareness
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	11	PSHE	Holidays & Festivals
Personal Safety	PS2	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	7	DT, Food & Textiles	Introduction lessons in all technologies to cover H&S in new environment e.g. Workshop
Personal Safety	PS2	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.		Covered whole school	
Personal Safety	PS3	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	9	Stay Safe Day	Knife Crime session
Personal Safety	PS3	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.		Covered whole school	
Personal Safety	PS4	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	9	PSHE	Knife Crime
Personal Safety	PS5	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	9	Stay Safe Day	Knife Crime session
Personal Safety	PS5	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	9	Stay Safe Day	Knife Crime session
Personal Safety	PS6	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	8	PSHE	CSE presentation
Personal Safety	PS6	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	10	PSHE	CSE
Respectful Relationships	RR1	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	8	PSHE	Relationships & Commitment; Contraception & Consent
Respectful Relationships	RR1	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	8	Stay Safe Day	Healthy Relationships
Respectful Relationships	RR1	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	9	PSHE	Consent; Difficult relationship experiences
Respectful Relationships	RR1	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	10	PSHE	Consent & Intimacy
Respectful Relationships	RR10	How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	8	Stay Safe Day	Healthy Relationships
Respectful Relationships	RR10	How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	10	PSHE	Consent & Intimacy
Respectful Relationships	RR11	How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	10	PSHE	Sex & the Media
Respectful Relationships	RR12	Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	11	PSHE	E-Safety; Misogyny
Respectful Relationships	RR2	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	7	PSHE	Rules, Laws and Responsibilities
Respectful Relationships	RR2	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	8	Stay Safe Day	Anti-Social Behaviour
Respectful Relationships	RR2	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	9	PSHE	The Equality Act
Respectful Relationships	RR3	What tolerance requires, including the importance of tolerance of other people's beliefs.	7	English	I am Malala'

Respectful Relationships	RR3	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	8	PSHE	Body Image
Respectful Relationships	RR3	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	8	Careers	Knowing Yourself
Respectful Relationships	RR3	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	11	PSHE	Cosmetic procedures
Respectful Relationships	RR3	What tolerance requires, including the importance of tolerance of other people's beliefs.	Covered whole school		
Respectful Relationships	RR4	What tolerance requires, including the importance of tolerance of other people's beliefs.	8	PSHE	E-Safety 2 (Hatred & Diversity)
Respectful Relationships	RR5	The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	8	Stay Safe Day	Healthy Relationships
Respectful Relationships	RR6	The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	7	PSHE	E-Safety lessons
Respectful Relationships	RR7	Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	8	PSHE	Relationships & Commitment
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay.	8	Stay Safe Day	Healthy Relationships
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay.	8	PSHE	Contraception & Consent
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay.	9	Stay Safe Day	Cyberstalking
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay.	9	PSHE	Consent
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay.	10	PSHE	Consent & Intimacy
Respectful Relationships	RR9	How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	8	PSHE	E-Safety 2 (Hatred & Diversity); LGBT & Identity
Respectful Relationships	RR9	How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	8	Stay Safe Day	Hate Crime
Respectful Relationships	RR9	How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	10	PSHE	Relationships & Stereotyping
Wellbeing Online	WO1	About the benefits of limiting 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.	9	Stay Safe Day	E-Safety
Wellbeing Online	WO1	About the benefits of limiting 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.	9	Mathematics	Statistics and Data investigation
Wellbeing Online	WO2	The similarities and differences between the online world and the physical world, including: - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.	8	PSHE	Body Image
Wellbeing Online	WO2	The similarities and differences between the online world and the physical world, including: - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.	9	Stay Safe Day	Social Media/online safety session
Wellbeing Online	WO2	The similarities and differences between the online world and the physical world, including: - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.	11	PSHE	Cosmetic procedures
Wellbeing Online	WO3	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	7	PSHE	E-Safety lessons
Wellbeing Online	WO3	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	8	PSHE	E-Safety lessons
Wellbeing Online	WO4	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	9	PSHE	Gambling & Money Dilemmas
Wellbeing Online	WO5	How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	9	PSHE	Money & Scams; Press & the Media
Wellbeing Online	WO6	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	9	Stay Safe Day	Knife Crime session
Wellbeing Online	WO6	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	9	PSHE	Knife Crime session
Wellbeing Online	WO7	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	8	PSHE	Extremism
Wellbeing Online	WO7	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	9	PSHE	Healthy & Unhealthy Coping Strategies