

KPI PSHE Curriculum Plan - Year One

Key Concept(s)	Learning Intention	Activities	Resources and Vocab
The Caring School and Feelings, Friends and Friendships (4 lessons)			
KC2 - Relationships	To agree on a set of class rules	<p><u>Key question/idea: How can we make this a happy place for everyone to work and play?</u></p> <p>As a class, look at school rules and then discuss what class rules are also needed. Children to have an input into the rules and why they are important. Create class agreement/poster/individual posters, as appropriate. Display these in the classroom and remind children of them during the day.</p>	<p>Large paper for class poster/A4 paper for individual posters</p> <p>Vocab Rule, agree, agreement</p>
KC2 - Relationships	To understand what a friend is	<p><u>Key question/idea: What is a friend? How do we learn to value being different? Making and breaking friends. Who are my friends?</u></p> <p>Tell a story about a new child joining the class who is shy and knows no-one. Use role play and body language to explore with the children how this person may look, feel, move. How would they make friends with this person?</p> <p>Discuss the friends children have made in and out of school. Children make a picture of their network of friends, placing a photograph of themselves in the middle.</p> <p>Invite children to share their work with the rest of the class.</p> <p>In provision, encourage children to draw and write about their friends at school.</p>	<p>Photograph of each child A4 paper</p> <p>Vocab Friend, friendship, shy, lonely, sad, left out</p>
KC2 - Relationships	To know some ways to be a good friend	<p><u>Key question/idea: How can I be a good friend?</u></p> <p>Read/listen to The Selfish Crocodile story and talk about what it means to be a good friend.</p> <p>Present a range of playground scenarios involving a problem and use role play to explore, for example:</p>	<p>Selfish Crocodile book or YouTube video</p> <p>Vocab Friend, friendship, scenario, role play, pretend, problem,</p>

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		<p>- two friends are playing a game another person wants to join in but they say no</p> <p>- your friend says something unkind to someone in the class</p> <p>- someone in the class falls over and hurts themselves, but no one goes over to help them</p> <p>As a class, talk about what they could do and why. Add ideas to class floor book.</p>	<p>explore, selfish, unkind, mean, helpful, share, caring</p>
<p>KC3 - Living in the Wider World</p>	<p>To understand similarities and differences between people</p>	<p><u>Key question/idea: How am I the same as other people?</u></p> <p>Ask the children to look around the room at their friends and describe ways in which they are similar to one another, e.g. arms, legs, hair, physical appearance.</p> <p>Ask the children to choose one person in the class who they think is quite different from them (this may be due to a hobby, their personality or what they like and/or dislike)</p> <p>Get the children to sit together in pairs and discuss their differences, e.g. 'my favourite food is ... because ...', 'I like watching ... on television because ...'.</p> <p>Now ask them to think about what makes them different from other people, e.g. name, personality, likes, dislikes, physical differences (e.g. hair colour, height).</p> <p>Ask children; does it matter that we are different? Explain that it's ok to have things that are similar to someone else and things that are different. If we were all the same, the world would be very boring. Watch We Are All Alike, We Are All Different and pause to clarify/check understanding as needed.</p> <p>Add comments from the lesson to class floor book</p>	<p>We Are Alike, We Are All Different story/YouTube video</p> <p>Vocab Similar, different, same, favourite, respect, special</p>

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Focus on Special People and Anti-bullying (4 lessons)			
KC2 - Relationships	To know that families come in many different forms	<p><u>Key question/idea: How are families different?</u></p> <p>Talk about different types of families. If children are comfortable, they can share who lives in their house/who is part of their family e.g. 1 mum & 1 dad, grandparents, 1 mum and 1 step dad, 1 mum, 1 dad, 2 mum, 2 dads etc</p> <p>Look at examples of different families from popular media e.g. Peppa Pig (1 mum and 1 dad), The Gruffalo's Child (1 dad), Encanto (extended family living together) etc and talk about the different structures.</p> <p>During the week, read books with different family structures (The Different Dragon, Picnic in the Park, Robopop, We Are Family) and link each one back to the lesson about families</p>	<p>Books: The Different Dragon Picnic in the Park Robopop We Are Family Different Families PowerPoint</p> <p>Vocab Family, different, structure, forms, mum, dad, aunty, uncle, sibling, extended family, guardian, carer, foster care, adopted</p>
KC2 - Relationships	To talk about the people who are special to them	<p><u>Key question/idea: Who are my special people? What do I do with my special people?</u></p> <p>Discussion – who are your special people? (at home/school/elsewhere). How do they make you happy? What do you do together? How often do you see them? What do they look like?</p> <p>Children draw a picture of their special people, talking about the ideas from the discussion. Encourage children to add labels/captions to their pictures.</p>	<p>A4 paper for pictures</p> <p>Vocab Special, trusted, adults, people, trust, safe, happy, family, friends, community</p>
KC2 - Relationships	To know how special people help keep them safe	<p><u>Key question/idea: Who are the special people who help me? What is the role of people who keep me safe?</u></p>	<p>People Who Help Us PowerPoint PANTS PowerPoint PANTS Lesson Plan PANTS teacher guidance</p>

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		<p>As a class create of people who help us e.g. doctor, nurse, school crossing patrol officer, teacher. Discussion – is this a different kind of relationship to the one they have with their family?</p> <p>Look at people who help us PowerPoint, and talk about each of the people featured help us.</p> <p>Use NSPCC PANTS materials as needed to introduce the ideas of safety and consent, and help children identify who they can talk to if they need help, and introduce the term ‘trusted adults’.</p> <p>Send PANTS materials for parents on dojo (https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/)</p>	<p>Vocab Special, trusted, safe, help, worried, relationship, private, secret</p>
<p>KC3 - Living in the Wider World</p>	<p>To know what bullying is and ways to prevent it</p>	<p><u>Key question/idea: What is bullying? How can bullying be prevented?</u></p> <p>Use PowerPoint to discuss bullying and the different types of bullying, including cyber-bullying. Be explicit that bullying is sustained, deliberate and over time (however, 1 online incident is the same as repeated bullying due to the wider audience). Explain that cyber bullying can be saying an unkind word in a message or sending a horrible picture.</p> <p>Discuss what rude, mean and bullying mean using the ‘is it bullying?’ poster.</p> <p>Make a class pledge to be kind friends and display near/next to class or school rules. This may be a piece of paper that all children sign or a large poster created as a class.</p>	<p>Bullying PowerPoint Is It Bullying? Poster Paper for making class pledge</p> <p>Vocab Bullying, physical, verbal, deliberate, sustained, repeated, mean, rude, unkind, hurt, incident</p>

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Healthy Eating and Hygiene (4 lessons)			
KC1 - Health and Wellbeing	To understand what healthy eating means	<p><u>Key question/idea: What does healthy eating mean to me? Why and what do I eat?</u></p> <p>Ask children to draw and label foods and drinks they think keep them healthy. Discuss results and address any misconceptions that arise.</p> <p>Taste investigation – healthy snacks. In groups, children try different foods and tick off on their sheet. Children give each food a rating out of 5. Talk to children while trying the foods about why they are healthy and promote healthy eating by encouraging children to try new things and use show good adult role model by trying the food as well.</p> <p>Create class bar chart of which food was their favourite healthy snack. Display and add copy to floor book.</p> <p>In provision, encourage children to create a list of foods they like and dislike.</p>	<p>A4 paper</p> <p>Range of different healthy snacks (e.g. carrot sticks, cucumber sticks, chopped peppers, hummus, edamame beans, pineapple, mango, sugar snap peas, baby corn)</p> <p>Printed table with names of foods and space for children to rate each one</p> <p>Large paper and post its to create a class bar chart</p> <p>Vocab Healthy, snack, vegetable, fruit, try, experience, decide, favourite, rate</p>
KC1 - Health and Wellbeing	To know how to make healthy choices	<p><u>Key question/idea: How much sugar does my food and drink contain? Choosing for myself</u></p> <p>Use Change4Life materials: ‘Fruit and Veg Snoops’ PowerPoint</p> <p>Slides 1&2: Explain to the pupils that today they’re going to become food detectives. What do detectives do? Tell the pupils that in this lesson they’re going to use their detective skills to find out all about fruit and vegetables.</p> <p>Slides 3-14: Tell the pupils to look at slide 3 and try to remember what they can see. Click the countdown clock and watch the fruit and vegetables disappear. Once</p>	<p>‘Fruit and Veg Snoops’ PowerPoint</p> <p>Sugar cubes</p> <p>Empty drink containers e.g. fizzy drinks, smoothies, milkshakes</p> <p>Healthy Choices quiz</p> <p>Vocab Healthy, choice, balanced, sugar, sugary, limit, swap</p>

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		<p>the screen is blank, ask the pupils how many of the 10 fruit and vegetables they can remember and name (orange, pepper, apple, banana, mushroom, radish, carrot, strawberry, broccoli, cherries). If necessary, show the slide again until the pupils have remembered and named all the fruit and vegetables. Ask the pupils which is their favourite. Why? Can they think of any other fruit or vegetables?</p> <p>Slides 15-32: Odd one out - explain to the pupils that if they're going to be good food detectives, they need to be able to spot what counts as fruit and vegetables and what doesn't. Tell the pupils that pictures of fruit and vegetables and other food and drink items are going to appear on the screen. Can they use their detective skills to spot the odd one out in each case?</p> <p>Slide 33: Explain the maximum daily sugar limits for them (i.e. 4–6yrs 19g or 5 cubes, 7–10yrs 24g or 6 cubes). Demonstrate what this looks like using 4g sugar cubes, with the pupils helping to count. Lots of children around the country are eating three times more sugar than their maximum daily sugar limit – the biggest source is sugary drinks.</p> <p>Slide 34: Explain how eating more sugar than we should can be dangerous for our bodies. In simple terms, it may rot our teeth and it may make us ill later on.</p> <p>Slide 35: Ask the pupils to think about what they have eaten today. What have they had that is sugary? Could they have swapped it for fruit or vegetables? Ask them to suggest some good swaps.</p> <p>Slide 36: Which fruit and vegetables have the pupils eaten so far today? What would they like to eat to make sure they get to five or more portions?</p> <p>As a class complete food choices quiz. Add comments/notes from the session to class floor book.</p>	
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<p>KC1 - Health and Wellbeing</p>	<p>To be aware of basic personal hygiene</p>	<p><u>Key question/idea: To be aware of basic personal hygiene</u></p> <p>With talk partners, children recall why and how we need to keep clean – link back to D&T lesson germs, autumn term 1. Share good ideas with rest of class and make a list of hygiene rules as a class. Focus on day-to-day hygiene, in particular washing hands before eating, after playing with pets and after using the toilet. Explain why each one is important.</p> <p>Pass around a feely bag of resources that help us to keep clean and healthy. Children talk about what they have pulled out – how it is used, when it is used, why it is used. Support children to articulate their thoughts and address any misconceptions that arise. Take photos of the resources and add to class floor book with pupil comments</p>	<p>Feely bag/box Hygiene related objects e.g. toothbrush, toothpaste, soap, shampoo, bubble bath, tissues, hairbrush, hand sanitiser</p> <p>Vocab Hygiene, clean, dirty, germs, soap, wash, sanitise</p>
<p>KC1 - Health and Wellbeing</p>	<p>To know how and why to look after your teeth</p>	<p><u>Key question/idea: What are the benefits of good oral hygiene? How can I look after my teeth?</u></p> <p>Watch Colgate Tooth Defenders video, pausing to clarify and explain when needed. Look at tooth brushing poster and talk through it. With a talk partner, children discuss the important of good oral hygiene and how they can look after their teeth. Collect responses from children and share with the class</p> <p>Send home a copy of the tooth brushing poster and chart with children, and share with parents on dojo</p>	<p>Tooth Defenders video Tooth brushing poster (on board) Tooth brushing poster and chart, 1 for each child to take home</p> <p>Vocab Oral health, hygiene, decay, plaque, cavity, dentist</p>

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Physical Health and Wellbeing (3 lessons)			
KC1 - Health and Wellbeing	To know the effects exercise can have on our bodies	<p><u>Key question/idea: What effect does exercise have on our bodies?</u></p> <p><i>*Link to PE lessons*</i></p> <p>With a talk pattern, children discuss what they think happens to our bodies when we exercise. Make a list of their responses</p> <p>Take children into the hall or outside and play games that promote physical exercise and observe the effects on our bodies e.g. racing heart, hot, thirsty, feel good. Talk to the children about the changes they notice and how exercise caused this.</p> <p>Compare the effects observed to what they said at the start of the lesson</p>	<p>A3 paper</p> <p>Resources for games</p> <p>Vocab Blood, breathing, energy, oxygen, lungs, heart, pump, heart rate, muscles, pulse, sweat</p>
KC1 - Health and Wellbeing	To know why exercise is important	<p><u>Key question/idea: Why is exercise important?</u></p> <p><i>*Link to PE lessons*</i></p> <p>Children discuss the different sporting activities and the different ways in which people exercise they know. Children create a poster showing all the ways they exercise and keep fit e.g. PE lessons at school, playing football at break time, swimming lessons after school etc. Share good examples with the rest of the class.</p> <p>Question – why is exercise important? Refer back to list of effects from previous lesson and explain the positive impact exercise has on our physical and mental health.</p> <p>During the week, use resources like Joe Wickes, CosmicYoga, GoNoodle etc to give children different types of exercise</p> <p>In provision, encourage children to develop a 10-minute exercise routine to share with their family.</p>	<p>A4 paper</p> <p>Vocab Exercise, fit, healthy, positive impact, physical health, mental health, effect, routine, important</p>

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<p>KC1 - Health and Wellbeing</p>	<p>To know why it is important to get enough sleep</p>	<p>Key question/idea: <u>Why is it important to sleep?</u></p> <p>Read Webster's Bedtime, pausing to discuss what he is doing wrong/what he should be doing at appropriate times.</p> <p>Have the children heard of a bedtime routine? Everyone needs one to get to sleep and stay asleep. Share your bedtime routine as an example (e.g. turn off tv, brush teeth, put on pjs, read a book, turn off light, go to sleep) and encourage children to share theirs.</p> <p>Use PowerPoint to explain importance of quality sleep on body and mind.</p> <p>With talk partners, ask children– how do we feel when we are tired? How does this affect our behaviour/learning/choices?</p>	<p>Webster's Bedtime book or video</p> <p>Importance of sleep PowerPoint</p> <p>Vocab Sleep, routine, quality, affect, tired, concentrate, rest</p>
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Growing and Changing (2 lessons)			
KC1 - Health and Wellbeing	To understand how we change as we grow	<p><u>Key question/idea: Which parts of me are growing? Now I am growing up, what can I do?</u></p> <p><i>*Link back to science – body parts*</i></p> <p><i>*Link back to history – personal timelines*</i></p> <p>Before lesson, post on dojo asking for photos.</p> <p>Children bring in photographs from home and compare similarities/differences from being a baby to current age. Discuss memories of when they were younger and becoming more independence. Children think about the following questions:</p> <ul style="list-style-type: none"> • What can I do now? • What will I be able to do soon? • Things I can't do yet <p>Use PowerPoint to talk about how humans change as they grow and answer questions on each slide.</p>	<p>Photos from home of children as babies</p> <p>Growing and Changing PowerPoint</p> <p>Vocab</p> <p>Grow, change, old, older, baby, toddler, child, teenager, adult, elderly</p>
KC1 - Health and Wellbeing	To talk about the things we need to grow	<p><u>Key question/idea: What made me grow/who helped me to grow?</u></p> <p>List/draw and label all the people and things that helped them to grow. Use PowerPoint to introduce needs vs wants.</p> <p>Look at Maslow's Hierarchy of Needs (child friendly version) and explain that we need all the things shown to be happy and healthy. Use the children's combined responses to produce a large shared poster of needs.</p> <p>In provision, encourage children to make their own posters of needs</p>	<p>Maslow's Hierarchy of Needs (child friendly version) to display Needs and Wants</p> <p>PowerPoint</p> <p>A3 paper</p> <p>Vocab</p> <p>Need, want, grow, physiological, shelter, safety, security, belonging, esteem, self-actualisation, hierarchy, necessary, survival</p>

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Keeping Myself Safe (3 lessons)			
KC1 - Health and Wellbeing	To know ways to keep safe	<p><u>Key question/idea: How do I keep myself safe? How do children keep themselves safe?</u></p> <p>Discuss physical manifestations of feeling unsafe with children, e.g. butterflies in the tummy, nervous, upset, sweating, etc. Has anyone felt like that? When? Why?</p> <p>Talk to children about hazards which are found indoors/outdoors. Identify a hazard and discuss how to keep safe e.g. pan of boiling water – stay away from it, bust road – only cross with a grown up helping you, sharp knives – only use if an adult says its ok and is supervising you</p> <p>Children create posters of hazards they might find inside or outside</p>	<p>A4 paper</p> <p>Vocab Safe, dangerous, hazard, worry, supervised, grown up, nervous, unsafe</p>
KC1 - Health and Wellbeing	To understand which secrets we should keep and which we should share	<p><u>Key question/idea: Which secrets should we keep and which should we share?</u></p> <p>Discuss the idea of good/safe secrets, e.g. hiding mum’s birthday present, protecting others’ feelings, e.g. from embarrassment</p> <p>Discuss as a class the secrets they should share, e.g. watching a ‘bad’ video, bullying, seeing something scary when watching YouTube, someone hurting them or someone else</p> <p>What should you do if you see something that you do not like? Who can we talk to if you want to share a secret?</p> <p>Refer back to PANTS materials used earlier in the year. Look at children’s poster and talk through the different points. Watch Pantasaurus video and share with parents on dojo. Send a copy of the poster looked at in the lesson home with children.</p>	<p>PANTS children’s poster for display Pantasaurus video PANTS children’s poster, 1 copy for each child to take home</p> <p>Vocab Secret, private, share, trust, safe, worried, stranger</p>

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<p>KC1 - Health and Wellbeing KC3 - Living in the Wider World</p>	<p>To know what to do if you feel unsafe</p>	<p>Key question/idea: <u>Do I know how to keep myself safe?</u></p> <p>Use cards to discuss risks and possible actions for different scenarios.</p> <p>Use safer strangers PowerPoint to talk about people/places they can go to for help.</p> <p>Discuss how to make a 999 call in an emergency – watch video</p> <p>Add notes/comments from lesson to class floor book.</p>	<p>Stranger scenario discussion cards</p> <p>Safer Strangers PowerPoint</p> <p>Vocab Stranger, safer stranger, safe, lost, alone, emergency, problem, paramedic, ambulance, fire fighter, police</p>
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The World of Drugs (3 lessons)			
KC1 - Health and Wellbeing	To know what things should go onto and into our bodies	<p><u>Key question/idea: What goes ONTO my body? What goes INTO my body? How does it feel?</u></p> <p>Draw/show a large outline of a child. Ask “what goes onto my body?”. Children draw or write suggestions on post it notes e.g. shampoo, clothes, water.</p> <p>Categorise the items according to those they believe to be OK (e.g. clothes), not sure (e.g. glue/paint), not OK - “I must not let it touch my body” (e.g. fire). Practise saying “no” if someone wants to put something on your body that you don’t like/is dangerous. Stick post its of ‘safe’ things onto the picture.</p> <p>Teacher to lead discussion about things that go into bodies, e.g. medicine, food, drinks. This is a good chance to discuss children who take medicines regularly to keep the healthy, e.g. asthma/diabetic and what others can do to help.</p>	<p>Large outline of a child on A2 paper Post it notes</p> <p>Vocab Safe, medicine, careful, harmful, not sure, protect, safe, safety, rules, think</p>
KC1 - Health and Wellbeing	To understand that medicines can be dangerous	<p><u>Key question/idea: What are medicines and other dangerous substances? Can I recognise medicines and other dangerous substances?</u></p> <p>Sit children in a circle on the floor. Explain that a medicine is a drug which people take when they are ill to make them feel better. Ask the children if any of them have ever taken medicine. Arrange 2 hoops on the floor – one for medicines and the other for non-medicines.</p> <p>Give each child or pair an object that is commonly found in the home, e.g. empty packages of medicines and other household items. In turn ask the children to place their object in one of the hoops, ensure they are correctly placed. Take photos and add to class floor book.</p> <p>Teacher led discussion - is it safe to take medicine when you are not ill? What would happen?</p>	<p>Empty medicine packets and containers Empty packets of other household items e.g. cleaning products, pet food, paint, matches, alcohol 2 large PE hoops</p> <p>Vocab Medicine, drug, ill, dangerous, harmful</p>

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<p>KC1 - Health and Wellbeing</p>	<p>To know how and when to say no</p>	<p><u>Key question/idea: Do I know how to say “No” to something I don’t want to do?</u></p> <p>Take children into the hall and play 4 Corners (‘say no’, ‘say yes’, ‘tell someone’, ‘ask more questions’) for different scenarios:</p> <p>An adult offers you medicine A stranger offers you some sweets A friend asks if you want to go to their house for tea. Your ball has rolled into the road</p> <p>In pairs, children role play the different situations. Help children to practise saying ‘no’ and looking for help.</p>	<p>4 signs for the corners</p> <p>Vocab Safe, medicine, careful, dangerous, harmful, not sure, protect, safe, safety, rules, think, stranger, offer</p>
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KC1	Health and Wellbeing	<p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe, including online</p> <p>Identify different influences on health and wellbeing</p>
KC2	Relationships	<p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts (including online)</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships</p>
KC3	Living in the Wider World	<p>Respect for self and others and the importance of responsible behaviours and actions, including online</p> <p>Rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>Different groups and communities</p> <p>Respect diversity and equality and how to be a productive member of a diverse community</p> <p>The importance of respecting and protecting the environment</p>