

Mapping to the PSHE Association Curriculum Framework, the National Curriculum EYFS Guidelines and the Department of Education's new guidelines on Relationship and Health Education.

# Contents

- Introduction
- Sources
- Principles for Effective PSHE Education
- Mapping to the EYFS Stage
- Mapping to the PSHE Association Program of Study, Key Stage 1 and 2
- Mapping to the Department of Education Relationship and Health Education Guidelines

## Introduction

This document is based on the personal, social, health and economic (PSHE) education; the Department of Education's statutory Relationship and Health Education and the National Curriculum EYFS guidelines.

myHappymind covers 100% of the mandatory Relationship and Health Education guidelines as well as much of the PSHE and Early Years guidelines. It does not intend to replace your PSHE curriculum but there are many areas where it does support its delivery.

This document intends to help you to identify where myHappymind is delivering against key areas and where you may wish to supplement your PSHE or Early Years curriculum.



## We have used the following key sources to compile this document:

1. Department for Education's Statutory framework for the Early Years Foundation Stage  
Published: 31 March 2021, Effective: 1 September 2021.
2. PSHE Association Program of Study for personal, social, health and economic education.
3. Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, September 2020.



# Principles for effective practice in PSHE Education

The PSHE Association has identified 10 key principles for effective practice in PSHE education. These are listed below and we have ensured that myHappyMind supports and reinforces all of these principles.

- 1 Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 2 Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3 Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4 Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 5 Provide information which is realistic and relevant and which reinforces positive social norms.
- 6 Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 7 Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8 Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- 9 Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- 10 Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

## Aims of PSHE education

The PSHE Association state the following aims for PSHE education. myHappymind is totally focused on all of these aims, particularly as they relate to emotional and mental wellbeing and resilience. The aim for PSHE education is to provide pupils with:

1

Accurate,  
balanced and  
relevant  
knowledge

2

Opportunities to  
turn that  
knowledge into  
personal  
understanding

3

Opportunities to  
explore, clarify  
and if necessary  
challenge, their  
own and others'  
values, attitudes,  
beliefs, rights and  
responsibilities

4

The skills,  
language and  
strategies they  
need in order to  
live healthy, safe,  
fulfilling,  
responsible and  
balanced lives

5

Opportunities to  
develop positive  
personal attributes  
such as resilience,  
self-confidence,  
self-esteem, and  
empathy

# EYFS

## Mapping



## Early Years mapping

myHappyMind is focused on developing children's confidence, resilience and mental wellbeing and fits perfectly with the Statutory PSED Educational Programme. It is highly aligned with the PSED statements from Development matters and ELG's. The programme also gives children the skills to be effective learners and fits with the 3 Characteristics of Effective Learning.

myHappyMind is highly aligned to the PSED Education Programme below:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**myHappyMind also considers the importance of story telling and play during this phase and many of the resources are introduced in this way as a result.**





## myHappyMind mapping to Development Matters

### Children in Nursery will be learning to:

- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage)**
- Develop their sense of responsibility and membership of a community.
- **Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate)**
- **Show more confidence in new social situations. (Celebrate, Relate)**
- **Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage)**
- **Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (Celebrate, Relate)**
- **Increasingly follow rules, understanding why they are important. (Relate)**
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- **Talk with others to solve conflicts. (Relate)**
- **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (Meet your Brain)**
- **Understand gradually how others might be feeling. (Meet your Brain, Relate)**
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

### Children in Reception will be learning to:

- See themselves as a valuable individual. (Celebrate)**
- Build constructive and respectful relationships. (Relate)**
- Express their feelings and consider the feelings of others. (Meet your Brain, Relate)**
- Show resilience and perseverance in the face of challenge. (Engage)**
- Identify and moderate their own feelings socially and emotionally. (Meet your Brain)**
- Think about the perspectives of others. (Relate)**
- Manage their own needs: Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity.
  - healthy eating.
  - toothbrushing.
  - sensible amounts of 'screen time'.
  - having a good sleep routine.
  - being a safe pedestrian.

## myHappyMind mapping to Early Learning Goals

### Self-Regulation ELG Children at the expected level of development will:

- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;**
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**
- **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**

### Managing Self ELG Children at the expected level of development will:

- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;**
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships ELG Children at the expected level of development will:

- **Work and play cooperatively and take turns with others;**
- **Form positive attachments to adults and friendships with peers;**
- **Show sensitivity to their own and to others' needs.**

## Characteristics of Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Playing and exploring

- **Finding out and exploring.**
- **Playing with what they know.**
- **Being willing to have a go.**

Active learning

- **Being involved and concentrating.**
- **Keeping trying.**
- **Enjoying achieving what they set out to do.**

Creating and thinking critically

- **Having their own ideas.**
- **Making links.**
- **Choosing ways to do things.**

myHappyMind also considers the importance of story telling and play during this phase and many of the resources are introduced in this way as a result. Staff are encouraged to use the language and concepts when children are following their interests and encourage them to use what they have learned during the myHappyMind sessions in their play.



# PSHE Association Programme of Study KS1 and KS2 mapping

Introduction - Below is the PSHE Association Programme of Study based on the three core themes for KS1 and KS2:

Core theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world

We have highlighted in green the areas we cover in myHappymind.

## CORE THEME 1: HEALTH AND WELLBEING

### KS1

#### **Healthy Lifestyles (Physical wellbeing)**

**H1. about what keeping healthy means; different ways to keep healthy.**

H2. about foods that support good health and the risks of eating too much sugar.

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday.

**H4. about why sleep is important and different ways to rest and relax.**

H5. simple hygiene routines that can stop germs from spreading.

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

H8. how to keep safe in the sun and protect skin from sun damage.

**H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.**

H10. about the people who help us to stay physically healthy.

### KS2

#### **Healthy Lifestyles (Physical wellbeing)**

**H1. how to make informed decisions about health.**

**H2. about the elements of a balanced, healthy lifestyle.**

**H3. about choices that support a healthy lifestyle, and recognise what might influence these.**

**H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle.**

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

**H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);** recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

**H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.**

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

**H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.**

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

## Mental Health

H11. about different feelings that humans can experience.

H12. how to recognise and name different feelings.

H13. how feelings can affect people's bodies and how they behave.

H14. how to recognise what others might be feeling.

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.

H16. about ways of sharing feelings; a range of words to describe feelings.

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

## Mental Health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

H17. to recognise that feelings can change over time and range in intensity.

H18. about everyday things that affect feelings and the importance of expressing feelings.

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

## Ourselfs Growing and changing

H21. to recognise what makes them special.

H22. to recognise the ways in which we are all unique.

H23. to identify what they are good at, what they like and dislike.

H24. how to manage when finding things difficult.

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).

H26. about growing and changing from young to old and how people's needs change.

H27. about preparing to move to a new class/year group.

## Ourselfs Growing and changing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H26. that for some people gender identity does not correspond with their biological sex.

H27. to recognise their individuality and personal qualities.

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for).

H34. about where to get more information, help and advice about growing and changing, especially about puberty.

H35. about the new opportunities and responsibilities that increasing independence may bring.

H36. strategies to manage transitions between classes and key stages.

## Keeping Safe

H28. about rules and age restrictions that keep us safe.

**H29. to recognise risk in simple everyday situations and what action to take to minimise harm.**

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).

H31. that household products (including medicines) can be harmful if not used correctly.

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

H33. about the people whose job it is to help keep us safe.

**H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.**

H35. about what to do if there is an accident and someone is hurt.

H36. how to get help in an emergency (how to dial 999 and what to say).

## Keeping Safe

**H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.**

**H38. how to predict, assess and manage risk in different situations.**

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.

**H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.**

H43. about what is meant by first aid; basic techniques for dealing with common injuries.

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.



### Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel.

### Drugs, alcohol and tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines).

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping.

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

## CORE THEME 2: Relationships

### KS1

#### Families and close Positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

R2. to identify the people who love and care for them and what they do to help them feel cared for.

R3. about different types of families including those that may be different to their own.

R4. to identify common features of family life.

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

### KS2

#### Families and close positive relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

## Friendships

R6. about how people make friends and what makes a good friendship.

R7. about how to recognise when they or someone else feels lonely and what to do.

R8. simple strategies to resolve arguments between friends positively.

R9. how to ask for help if a friendship is making them feel unhappy.

## Friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

R13. the importance of seeking support if feeling lonely or excluded.

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

### Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.

R11. about how people may feel if they experience hurtful behaviour or bullying.

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

### Managing hurtful behaviour and bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

R21. about discrimination: what it means and how to challenge it.

## Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

R14. that sometimes people may behave differently online, including by pretending to be someone they are not.

R15. how to respond safely to adults they don't know.

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought makes a lesson.

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

**R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.**

## Safe relationships

**R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);**

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.

R26. about seeking and giving permission (consent) in different situations.

**R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.**

**R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.**

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

### Respecting self and others

- R21. about what is kind and unkind behaviour, and how this can affect others.
- R22. about how to treat themselves and others with respect; how to be polite and courteous.
- R23. to recognise the ways in which they are the same and different to others.
- R24. how to listen to other people and play and work cooperatively.
- R25. how to talk about and share their opinions on things that matter to them.

### Respecting self and others

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

## CORE THEME 3: Living in the wider world

Areas highlighted in green are covered by myHappymind

### KS1

#### Shared Responsibilities:

- L1. about what rules are, why they are needed, and why different rules are needed for different situations.
- L2. how people and other living things have different needs; about the responsibilities of caring for them.
- L3. about things they can do to help look after their environment.

#### Communities:

- L4. about the different groups they belong to.
- L5. about the different roles and responsibilities people have in their community.
- L6. to recognise the ways they are the same as, and different to, other people.**

#### Media literacy and digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others.
- L8. about the role of the internet in everyday life.
- L9. that not all information seen online is true.

### KS2

#### Shared Responsibilities:

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.**
- L2. to recognise there are human rights, that are there to protect everyone.**
- L3. about the relationship between rights and responsibilities.**
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.**
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

#### Communities:

- L6. about the different groups that make up their community; what living in a community means.**
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.**
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.**

#### Media literacy and digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively.
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes.
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.**
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.

### Economic Well-being: Money

L10. what money is; forms that money comes in; that money comes from different sources.

L11. that people make different choices about how to save and spend money.

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.

L13. that money needs to be looked after; different ways of doing this.

### Economic Well-being: Money

L17. about the different ways to pay for things and the choices people have about this.

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants.

L21. different ways to keep track of money.

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.

L24. to identify the ways that money can impact on people's feelings and emotions.

### Economic Wellbeing: Aspirations, work, career

**L14. that everyone has different strengths.**

L15. that jobs help people to earn money to pay for things.

L16. different jobs that people they know or people who work in the community do.

L17. about some of the strengths and interests someone might need to do different jobs.

### Economic Wellbeing: Aspirations, work, career

**L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.**

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them.

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).

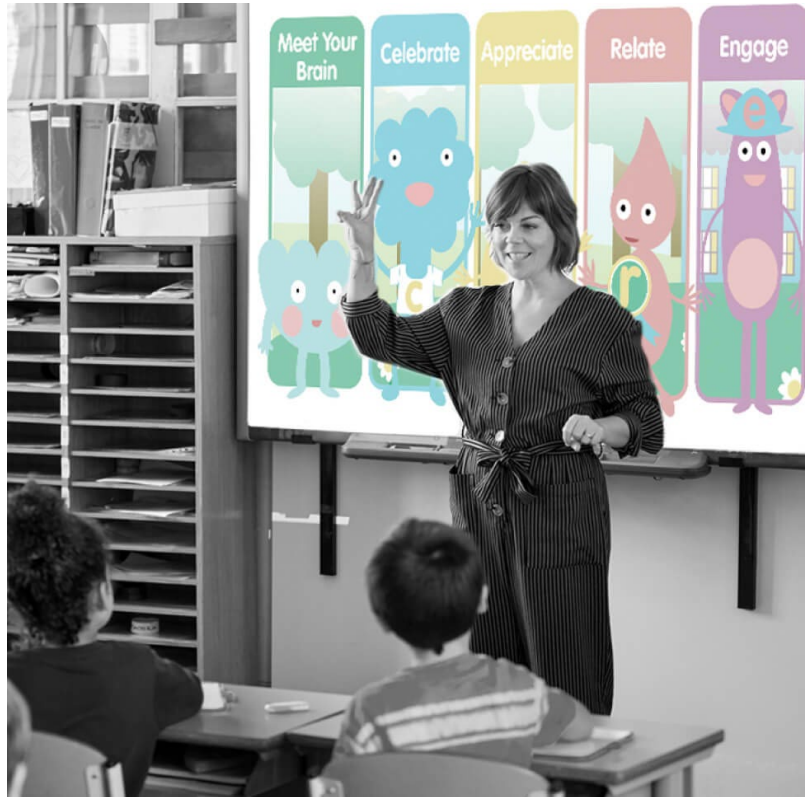
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

L31. to identify the kind of job that they might like to do when they are older.

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university).





## PSHE Association Programme of Study for KS1 and KS2 - myHappymind coverage introduction:

We have documented all the objectives we cover from the PSHE Association program of study below and outlined where they are covered in the myHappymind program. Most are covered in our 5 myHappymind modules, others are covered or enhanced in one of our extra Relationship Education lessons.

## PSHE Association mapping - KS1

Core Theme 1: Health and wellbeing	Covered in the myHappymind modules	Covered in the Relationship Education Extra Lessons
<p><u>Healthy Lifestyles (Physical wellbeing)</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy.            H4. About why sleep is important and different ways to rest and relax.            H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	<p>Meet Your Brain</p>	
<p><u>Mental Health</u></p> <p>H11. about different feelings that humans can experience.            H12. how to recognise and name different feelings.            H13. how feelings can affect people's bodies and how they behave.            H14. how to recognise what others might be feeling.            H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.            H16. about ways of sharing feelings; a range of words to describe feelings.            H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).            H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.            H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p>	<p>Meet Your Brain</p>	

Areas highlighted in green are covered by myHappymind

<p><b><u>Ourselves Growing and changing</u></b>  H21. to recognise what makes them special.  H22. to recognise the ways in which we are all unique.  H23. to identify what they are good at, what they like and dislike.</p> <p>H24. how to manage when finding things difficult.</p>	<p>Celebrate</p> <p>Meet your Brain</p>	
<p><b><u>Keeping Safe</u></b>  H29. to recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>H34. basic rules to keep safe online, <i>including what is meant by personal information</i> and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>		<p>Year 1 and 2 - Keeping safe</p> <p>Year 1 and 2 - Keeping safe</p>

Core Theme 2- Relationships	Covered in myHappymind Modules	Covered in Relationship Education Extra lessons
<u><b>Families and Close Relationships</b></u> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	Relate	
R2. to identify the people who love and care for them and what they do to help them feel cared for.	Appreciate	
R3. about different types of families including those that may be different to their own. R4. to identify common features of family life.		Years 1 and 2 - My and my Family
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Relate	
<u><b>Friendships</b></u> R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively.	Relate	Years 1 and 2 - Fabulous Friendships
R9. how to ask for help if a friendship is making them feel unhappy.		Year 1 and 2 - Exploring Feelings
<u><b>Managing hurtful behaviour and Bullying</b></u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Meet your Brain	Year 1 and 2 - Exploring Feelings

R11. about how people may feel if they experience hurtful behaviour or bullying.	Relate Meet Your Brain	Year 1 and 2 - Exploring Feelings
<b><u>Safe Relationships</u></b> R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		Year 1 and 2 - Keeping safe
<b><u>Respecting self and others</u></b> R21. about what is kind and unkind behaviour, and how this can affect others.	Relate	
R22. about how to treat themselves and others with respect; how to be polite and courteous	Appreciate Celebrate Relate	
R23. to recognise the ways in which they are the same and different to others.	Celebrate Relate	
R24. how to listen to other people and play and work cooperatively.	Relate	
R25. how to talk about and share their opinions on things that matter to them.	All Modules	

Core Theme 3 - Living in the Wider world	Covered in myHappymind Modules	Covered in Relationship Education Extra lessons
<p><b><u>Communities</u></b>  L6. to recognise the ways they are the same as, and different to, other people.</p>	<p>Celebrate  Relate</p>	
<p><b><u>Economic Wellbeing: Aspirations, work, career</u></b>  L14. that everyone has different strengths.</p>	<p>Celebrate</p>	
<p><b><u>Media literacy and digital resilience</u></b>  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>		<p>Year 5 and 6 – Online Safety</p>

Areas highlighted in green are covered by myHappymind

## PSHE Association mapping - KS2

Core Theme 1: Health and wellbeing	Covered in the myHappymind modules	Covered in the Relationship Education Extra Lessons
<p><b><u>Healthy Lifestyles (Physical wellbeing)</u></b>                      H1. how to make informed decisions about health.                      H2. about the elements of a balanced, healthy lifestyle.                      H3. about choices that support a healthy lifestyle, and recognise what might influence these.                      H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>	<p>All Modules</p>	
<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>Meet Your Brain</p>	
<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p>Meet Your Brain</p>	
<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>	<p>Meet Your Brain</p>	

<p><b><u>Mental Health</u></b>  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.  H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.  H17. to recognise that feelings can change over time and range in intensity.  H18. about everyday things that affect feelings and the importance of expressing feelings.  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.  H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>	<p>Meet your Brain</p>	
<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	<p>Year 6 Transition lessons</p>	<p>Year 3 and 4 - getting along with four families.</p>
<p><b><u>Ourselves growing and changing</u></b>  H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).  H27. to recognise their individuality and personal qualities.</p>	<p>Celebrate</p>	



H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	Celebrate Engage	
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	Engage	
H36. strategies to manage transitions between classes and key stages.	Year 6 Transition lesson	
<b><u>Keeping Safe</u></b> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.		Year 5 and 6 - Online safety - images
H38. how to predict, assess and manage risk in different situations.		Year 3 and 4 - Keeping Safe
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; <i>what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact .</i>		Year 5 and 6 - Online safety - images

Core Theme 2- Relationships	Covered in myHappyMind Modules	Covered in Relationship Education Extra lessons
<p><b><u>Families and close positive relationships</u></b>  R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p>	Relate	Year 5 and 6 - Friendships on and Offline
<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.  R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p>		
<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p>	Relate	Year 1 and 2 - My Family and me
<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p>		<p>Year 3 and 4 - Families in the Wider World  Year 3 and 4 - Getting Along with Our Families</p>
<p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p>	Relate Appreciate	<p>Year 3 and 4 - Families in the Wider World  Year 3 and 4 - Getting Along with Our Families</p>
<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>	Meet Your Brain	Year 3 and 4 - Getting Along with Our Families

Areas highlighted in green are covered by myHappyMind

<p><b><u>Friendships</u></b>  R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<p>Relate  Appreciate</p>	<p>Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships On and Offline</p>
<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p>	<p>Relate</p>	<p>Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships On and Offline</p>
<p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p>		<p>Year 5 and 6 - Friendships On and Offline</p>
<p>R13. the importance of seeking support if feeling lonely or excluded.</p>	<p>Relate</p>	<p>Year 3 and 4 - Friendship Ups and Downs</p>
<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p>	<p>Relate</p>	<p>Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships On and Offline</p>
<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p>		<p>Year 5 and 6 - Peer Pressure</p>
<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>Relate</p>	<p>Year 3 and 4 - Friendship Ups and Downs</p>
<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>		<p>Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships and secrets  Year 5 and 6 - Friendships On and Offline  Year 5 and 6 - Peer Pressure</p>

<p><b><u>Managing hurtful behaviour and bullying</u></b>  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>		Year 5 and 6 - Friendships On and Offline
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.		Year 5 and 6 - Friendships On and Offline Year 5 and 6 - Discrimination and the law
R21. about discrimination: what it means and how to challenge it.		Year 5 and 6 - Discrimination and the law Year 3 and 4 - Learning to Love Difference
<p><b><u>Safe Relationships</u></b>  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>		Year 5 and 6 - Online Safety- Images lesson
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.		Year 5 and 6 - Friendships and secrets
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.		Year 5 and 6 - Peer Pressure

<p><b><u>Respecting self and others</u></b>  <b>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.</b></p>	<p>Relate</p>	<p>Year 5 and 6 - Friendships On and Offline</p>
<p><b>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</b></p>	<p>Celebrate Relate</p>	<p>Year 3 and 4 - All about me  Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law</p>
<p><b>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</b></p>	<p>Relate</p>	<p>Year 3 and 4 - All about me  Year 3 and 4 - Learning to Love difference  Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law</p>
<p><b>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</b></p>	<p>Relate</p>	<p>Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law</p>
<p><b>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</b></p>	<p>All modules encourage children to share their own views.</p>	

Areas highlighted in green are covered by myHappyMind

Core Theme 3- Living in the Wider world	Covered in myHappymind Modules	Covered in Relationship Education Extra lessons
<p><b><u>Shared Responsibilities</u></b>  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L2. to recognise there are human rights, that are there to protect everyone.</p>		<p>Year 5 and 6 - Discrimination and the law</p>
<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	<p>Relate Appreciate</p>	
<p><b><u>Communities</u></b>  L6. about the different groups that make up their community; what living in a community means.  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.  L10. about prejudice; how to recognise behaviours/actions which discriminate against others.</p>		<p>Year 3 and 4 - Learning to Love Difference</p> <p>Year 4 and 5 - Identity and Respect.</p>
<p><b><u>Economic Wellbeing: Aspirations, work, career</u></b>  L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>	<p>Engage</p>	

Areas highlighted in green are covered by myHappymind



Department of Education  
Relationship and Health  
Education

**MAPPING**

## **Statutory guidelines on Relationship and Health Education - Department of Education**

Introduction:

This next section maps the statutory areas to be taught against what is included in the myHappymind program



## Statutory guidelines on Relationship and Health Education - Department of Education mapping

<u>Families who care for me</u>	Covered in the myHappymind modules	Covered in the Relationship Education Extra Lessons
That families are important for children growing up because they can give love, security and stability.	Appreciate	Years 1 and 2 - My and my Family
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.	Appreciate	Years 1 and 2 - My and my Family Year 3 and 4 - Families in the Wider World Year 3 and 4 - Getting Along with Our Families
That others' families, either in school or 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.		Years 1 and 2 - My and my Family Year 3 and 4 - Families in the Wider World Year 3 and 4 - Getting along with our families
That stable, caring relationships which may be different types are at the heart of happy families, and are important for children's security as they grow up.	Appreciate Relate	Years 1 and 2 - My and my Family
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Relate	Year 3 and 4 - Getting Along with Our Families

Areas highlighted in green are covered by myHappymind

<u>Caring friendships</u>	Covered in the myHappyMind modules	Covered in the Relationship Education Extra Lessons
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Appreciate Relate	Years 1 and 2 - Fabulous Friendships  Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships On and Offline
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness and loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties.	Relate	Years 1 and 2 - Fabulous Friendships  Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships On and Offline  Year 5 and 6 - Friendships and Secrets
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Relate Appreciate	Years 1 and 2 - Fabulous Friendships  Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships and Secrets  Year 5 and 6 - Friendships On and Offline
That most friendships have ups and downs, and that these can be often worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Relate	Years 1 and 2 - Fabulous Friendships  Year 3 and 4 - Friendship Ups and Downs
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, if needed.	Relate	Years 1 and 2 - Fabulous Friendships  Year 3 and 4 - Friendship Ups and Downs  Year 5 and 6 - Friendships and secrets  Year 5 and 6 - Friendships On and Offline  Year 5 and 6 - Peer Pressure

Areas highlighted in green are covered by myHappyMind

<u>Respectful Relationships</u>	Covered in the myHappymind modules	Covered in the Relationship Education Extra Lessons
The importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs.	Relate	Year 3 and 4 - All about me Year 5 and 6 - Identity and Respect Year 5 and 6 - Discrimination and the law
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Relate	Year 1 and 2 - Fabulous Friendships Year 3 and 4 - Friendships up and down Year 5 and 6 - Identity and Respect Year 5 and 6 - Discrimination and the law
The conventions of courtesy and manners.	Appreciate Relate	
The importance of self-respect and how this links to their own happiness.	Celebrate	Year 3 and 4 - All about me Year 5 and 6 - Identity and Respect
That in school and wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority.	Relate	Year 5 and 6 - Discrimination and the law
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		Year 5 and 6 - Friendships on and offline
What stereotype is, and how stereotypes can be unfair, negative or destructive.	Celebrate	Year 3 and 4 - Learning to Love Difference
The importance of permission-seeking and giving in relationships with friends, peers and adults.		

Areas highlighted in green are covered by myHappymind

<u>Online Relationships</u>	Covered in myHappymind modules	Covered in the Relationship Education Extra Lessons
That people sometimes behave differently online, including by pretending to be someone they are not.		Year 5 and 6 - Online Safety
That the same principles apply to online relationships as face to face relationships, including the importance of respect for others including when we are anonymous.		Year 5 and 6 - Friendships On and Offline
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		Year 1 and 2 - Keeping Safe Year 3 and 4 - Keeping safe Year 5 and 6 - Friendships On and Offline Year 5 and 6 - Online Safety- Images
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		Year 5 and 6 - Friendships On and Offline
How information and data is shared and used online.		Year 5 and 6 - Online Safety - Images

Areas highlighted in green are covered by myHappymind

<u>Being safe</u>	Covered in myHappymind Modules	Covered in the Relationship Education Extra Lessons
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		Year 5 and 6 - Online safety - images
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.		Year 5 and 6 - Friendships and secrets Year 5 and 6 - online safety - images
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they don't know.		
How to recognise and report feelings of being unsafe or feeling bad about any adult.		Year 1 and 2 - Keeping safe Year 3 and 4 - Keeping safe
How to ask for advice or help for themselves or others, and to keep trying until they are heard.		Year 1 and 2 - Keeping safe Year 3 and 4 - Keeping safe Year 5 and 6 - Online safety - Images
How to report concerns or abuse, and the vocabulary and confidence needed to do so.		
Where to get advice e.g. family, school and or other sources.		

Areas highlighted in green are covered by myHappymind

## QUESTIONS?

As always, if you have any questions please  
don't hesitate to contact us at  
[hello@myHappyMind.org](mailto:hello@myHappyMind.org)

