



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.

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This document summarises how myHappymind can be mapped to some areas of the PSHE Association programme of study for personal, social, health and economic (PSHE) education.

It also looks at the guidelines provided by the Department of Education as it relates to statutory Relationship and Health Education (from 2020).

While myHappymind does not intend to replace all PSHE activity within your school, there are many areas where it does in fact support the delivery of the PSHE curriculum.

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



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

1. PSHE Association Program of Study for personal, social, health and economic education
2. Department for Education's Statutory framework for the early years foundation stage  
Published: 31 March 2021, Effective: 1 September 2021
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 personal social and emotional development and is highly aligned with the EYFS PSED guidelines including the following areas.

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**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.**





## Key stage 1 and 2 MAPPING

# The Overarching Concepts, Essential Skills and Attributes Developed Through PSHE Education (Source PSHE Association)

The PSHE Association's programme of study is intended to support teachers to create a PSHE education programme that will enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. We will then take a look at each of the Core Themes in turn.

myHappymind covers the concepts highlighted in blue below, the modules in which they are covered are indicated in green and bold after the statement:

## Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online). **Meet Your Brain, Celebrate, Engage**
2. **Relationships** (including different types and in different settings, including online) **Relate**
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) **Meet Your Brain, Appreciate, Relate**
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) **Celebrate**
6. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) **Meet Your Brain, Celebrate, Engage**
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

# Essential Skills and Attributes developed through the Programme of Study

myHappymind covers the concepts highlighted in blue below:

## Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set] and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self confidence, realistic self-image, self-worth, assertiveness, self advocacy and self-respect)

## Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
  1. Active listening and communication (including assertiveness skills)
  2. Team working
  3. Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  4. Leadership skills
  5. Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

## Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

# CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on the following 8 areas\* - myHappyMind covers those areas highlighted in blue.

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

## KEY STAGE 1: Suggested learning opportunities

Pupils should have the opportunity to learn:

1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
6. The importance of, and how to, maintain personal hygiene
7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
8. About the process of growing from young to old and how people's needs change
9. About growing and changing and new opportunities and responsibilities that increasing independence may bring
10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
11. That household products, including medicines, can be harmful if not used properly
12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
14. About the ways that pupils can help the people who look after them to more easily protect them
15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

### January 2017 addition:

16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy

## KEY STAGE 2: Suggested learning opportunities

Building on Key Stage 1, pupils should have the opportunity to learn:

1. What positively and negatively affects their physical, mental and emotional health
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
9. To differentiate between the terms, 'risk', 'danger' and 'hazard'
10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
12. That bacteria and viruses can affect health and that following simple routines can reduce their spread
13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
15. School rules about health and safety, basic emergency aid procedures, where and how to get help
16. What is meant by the term 'habit' and why habits can be hard to change
17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

18. How their body will, and their emotions may, change as they approach and move through puberty
19. About human reproduction
20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

**January 2017 addition:**

24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

## CORE THEME 2: RELATIONSHIPS

This core theme focuses on the following 5 areas\*, myHappyMind covers those areas highlighted in Blue:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

### KEY STAGE 1: Suggested learning opportunities

Pupils should have the opportunity to learn:

1. To communicate their feelings to others, to recognise how others show feelings and how to respond
2. To recognise that their behaviour can affect other people
3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
4. To recognise what is fair and unfair, kind and unkind, what is right and wrong
5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
7. To offer constructive support and feedback to others
8. To identify and respect the differences and similarities between people
9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## KEY STAGE 1: Suggested learning opportunities

Building on Key Stage 1, pupils should have the opportunity to learn:

1. To recognise and respond appropriately to a wider range of feelings in others
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families
5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
7. That their actions affect themselves and others
8. To judge what kind of physical contact is acceptable or unacceptable and how to respond
9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
10. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
11. To work collaboratively towards shared goals
12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
15. To recognise and manage 'dares'
16. To recognise and challenge stereotypes
17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation
18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

**January 2017 additions:**

14. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
15. That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
16. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

## CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on the following 8 areas\*. myHappymind covers those areas highlighted in Blue:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives
8. A basic understanding of enterprise

\*It is important to read this section alongside any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching.

## KEY STAGE 1: Suggested learning opportunities

Pupils should have the opportunity to learn:

1. How they can contribute to the life of the classroom and school
2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
4. That they belong to different groups and communities such as family and school
5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

### January 2017 additions:

5. Ways in which they are all unique; understand that there has never been and will never be another 'them'
6. Ways in which we are the same as all other people; what we have in common with everyone else
7. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

## KEY STAGE 2: Suggested learning opportunities

Building on Key Stage 1, pupils should have the opportunity to learn:

1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
2. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices
5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
9. What being part of a community means, and about the varied institutions that support communities locally and nationally
10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
12. To consider the lives of people living in other places, and people with different values and customs
13. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
15. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
16. What is meant by enterprise and begin to develop enterprise skills
17. To explore and critique how the media present information January **2017 additions:**
18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others



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

The following areas are stated to be critical for children to learn before they leave primary school. Those areas covered by myHappymind are highlighted in blue:

## Families who care for me

That families are important for children growing up because they can give love, security and stability.

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.

That other's 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.

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.

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.

# Statutory guidelines on Relationship and Health Education – Department of Education

The following areas are stated to be critical for children to learn before they leave primary school. Those areas covered by myHappymind are highlighted in blue:

## Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness and loyalty, kindness generosity, trust, sharing interests and experiences and support with problems and difficulties.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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.

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.

# Statutory guidelines on Relationship and Health Education – Department of Education

The following areas are stated to be critical for children to learn before they leave primary school. Those areas covered by myHappymind are highlighted in blue:

## Respectful Relationships

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.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

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.

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.

What stereotype is, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

# Statutory guidelines on Relationship and Health Education – Department of Education

The following areas are stated to be critical for children to learn before they leave primary school. Those areas covered by myHappymind are highlighted in blue:

## Online Relationships

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

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.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

How information and data is shared and used online.

# Statutory guidelines on Relationship and Health Education – Department of Education

The following areas are stated to be critical for children to learn before they leave primary school. Those areas covered by myHappymind are highlighted in blue:

## Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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.

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.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

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.

## QUESTIONS?

As always, if you have any questions please  
don't hesitate to contact us at  
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