

Benington Primary School PSHE/RSHE Curriculum Map - Twinkl

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Acorn Class PSED / RSE	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> 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 <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> 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 <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> 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 					
Year A Willow 1/2	<p>Relationships TEAM (Yr1 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> show the teams they belong to through cutting out appropriate images; follow instructions and create a tower by applying good listening; use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others; work in a group to discuss what they could do if they saw others 	<p>Health and Wellbeing Think Positive (Yr2 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> identify and discuss feelings and emotions, using simple terms. describe things that make them feel happy and unhappy. understand that they have a choice about how to react to things that happen. talk about personal achievements and goals. describe difficult feelings and what might cause these feelings. 	<p>Living in the Wider World Diverse Britain (Yr1 unit)</p> <p>All children will be able to...</p> <ul style="list-style-type: none"> identify groups and communities that they belong to; explain how to be a good neighbour; pick out things that harm and things that help a neighbourhood; describe what it is like to live in Britain; identify similarities and differences between British people; 	<p>Relationships Be Yourself (Yr1 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> identify their own special traits and qualities. identify and name common feelings. select times and situations that make them feel happy. talk about what makes them feel unhappy or cross explain how change and loss make them feel. understand the importance of sharing their thoughts and feelings. 	<p>Health and Wellbeing It's My Body (Yr1 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> explain how much sleep they need; discuss why exercise is good for them; understand they can choose what happens to their bodies; list healthy snacks; know to ask a trusted adult if uncertain about whether something is safe to eat or drink; demonstrate hygienic ways to look after their bodies. 	<p>Living in the Wider World Aiming High (Yr 1 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> discuss their star qualities; identify what a positive learning attitude is; talk about jobs they can do when they grow up; discuss what skills and interests are needed for different jobs; talk about hopes they have for the future;

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	<p>being teased or bullied, using Chase the Cheetah to support if necessary.;</p> <ul style="list-style-type: none"> • work as a group to sort thoughts given into helpful and not-so-helpful categories; • sort images of behaviours into good and not-so-good choices. 	<ul style="list-style-type: none"> • discuss things for which they are thankful. • focus on an activity, remaining calm and still. 	<ul style="list-style-type: none"> • talk about what makes them feel proud of being British. 			<ul style="list-style-type: none"> • discuss what they are looking forward to about next year.
<p>Relationships Education Coverage</p>	<p>TEAM</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • about the roles different people (e.g. acquaintances, friends and relatives) play in our lives • to identify the people who love and care for them and what they do to help them feel cared for • about how to recognise when they or someone else feels lonely and what to do • how to ask for help if a friendship is making them feel unhappy • that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • about how people may feel if they experience hurtful behaviour or bullying • 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 • about what is kind and unkind behaviour, and how this can affect others • about how to treat themselves and others with respect; how to be polite and courteous • the conventions of courtesy and manners • to recognise the ways in which they are the same and different to others 			<p>Be Yourself</p> <p>how to talk about and share their opinions on things that matter to them</p>		

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	how to listen to other people and play and work cooperatively					
Year B Willow 1/2	<p>Relationships VIPS (Yr2 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care. 	<p>Health and Wellbeing Safety First (Yr2 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. 	<p>Living in the Wider World One World (Yr2 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared. 	<p>Relationships Digital Wellbeing</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true. 	<p>Living in the Wider World Money Matters (Yr1 unit)</p> <p>All children should be able to...</p> <ul style="list-style-type: none"> • discuss things they can buy in the shops. • talk about different sources that money can come from. • identify things they want. • identify things they need. • talk about ways we can keep track of what we spend. • discuss ways they can keep money safe. • discuss some methods of payment. 	<p>Health and Wellbeing Growing up (Yr 2 unit)</p> <p>All children will be able to...</p> <ul style="list-style-type: none"> • talk about their own likes and dislikes. • understand that different people like different things. • understand that girls and boys can like different things, or the same things. • describe how they have changed since they were a baby. • understand that peoples' needs change as they grow older. • talk about things they would like to do when they are older. • discuss some changes that people might go through in life. • talk about their family and ask others questions about their family.

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<p>Relationships Education Coverage</p>	<p>VIPS</p> <ul style="list-style-type: none"> about different types of families including those that may be different to their own, but they should respect those differences and know that other children's families are also characterised by love and care that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried about how people make friends and what makes a good friendship about how to recognise when they or someone else feels lonely and what to do, if you see someone being bullied you must report it to an adult practical steps they can take in a range of different contexts to improve or support respectful relationships how to ask for help if a friendship is making them feel unhappy that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying about how to respond if physical contact makes them feel uncomfortable or unsafe 			<p>Digital Wellbeing</p> <ul style="list-style-type: none"> how information and data is shared and used online that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying 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 that sometimes people may behave differently online, including by pretending to be someone they are not how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how to respond safely to adults they don't know 			
<p>Year A Beech Y3/4</p>	<p>VIPS</p> <ul style="list-style-type: none"> with support, discuss how the impact of our attitudes affects us when trying to make new friendships; with support, plan out how they will be an anonymous friend over the week; use a support sheet to discuss the dares within a story; use a support sheet to create a role play about positive resolution techniques; 	<p>Be Yourself</p> <ul style="list-style-type: none"> list some of their achievements and say why they are proud of them; identify facial expressions associated with different feelings; describe some strategies that they could use to help them cope with uncomfortable feelings; suggest assertive solutions to scenarios; explain that the messages they receive from the media about how they should look, think and 	<p>Diverse Britain</p> <ul style="list-style-type: none"> describe what it is like to live in Britain; talk about what democracy is; talk about what rules and laws are; talk about what liberty means; describe a diverse society; describe what being British means to them. 	<p>One World</p> <ul style="list-style-type: none"> describe similarities and differences between people's lives. identify opinions that are different from their own. express their own opinions. recognise that their actions impact on people in different countries. know what climate change is. know there are organisations working to help people in challenging 	<p>Money Matters</p> <ul style="list-style-type: none"> discuss where money comes from; talk about reasons people go to work; discuss payment resources we can use to spend money; consider why and how people might get into debt; Discuss the choices we have about how to spend our money; explain ways we can keep track of what we spend. 	<p>It's my Body</p> <ul style="list-style-type: none"> understand the importance of sleep, exercise and healthy eating. discuss what happens to muscles when we exercise them. understand they can choose what happens to their body and know when a 'secret' should be shared. explain that too much sugar is bad for health. know the difference between medicine and 	

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	<ul style="list-style-type: none"> • create a poster with ideas to help someone who is being bullied, with a support sheet of ideas. 	<p>behave are not always realistic;</p> <ul style="list-style-type: none"> • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow. 		<p>situations in other communities.</p>		<p>harmful drugs and chemicals.</p> <ul style="list-style-type: none"> • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.
<p>Relationships Education Coverage</p>	<p>VIPs:</p> <ul style="list-style-type: none"> • 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 • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • how friendships can change over time, about making new friends and the benefits of having different types of friends • 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 • about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • 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 • about discrimination: what it means and how to challenge it • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • about seeking and giving permission (consent) in different situations 			<p>Be Yourself</p> <ul style="list-style-type: none"> • the importance of seeking support if feeling lonely or excluded • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • that personal behaviour can affect other people; to recognise and model respectful behaviour both online and offline • 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 		

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	<ul style="list-style-type: none"> 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 that personal behaviour can affect other people; to recognise and model respectful behaviour online 					
Year B Beech Y3/4	<p>Aiming High</p> <ul style="list-style-type: none"> discuss their personal achievements and skills; identify what a positive learning attitude is; talk about a range of jobs that people do; discuss what skills and interests are needed for different jobs; talk about jobs they might like to do in the future; discuss what skills they might need to do certain jobs. 	<p>Safety First</p> <ul style="list-style-type: none"> identify and discuss some school rules for staying safe and healthy. list some of the dangers we face when we are using roads, water or railways. describe drugs, cigarettes and alcohol in basic terms. identify some common injuries and know they can be treated with first aid. recognise hazards and dangers in an emergency situation. state 999 as the number to call to seek help in an emergency. 	<p>Digital Wellbeing</p> <ul style="list-style-type: none"> recognise why it is important to balance time online and offline for wellbeing; empathise with a cyberbullying victim; respond appropriately to different online scenarios; recognise the role they play in sharing information responsibly online; understand the consequences of sharing certain information, images and videos online; explain the potential negative impact from sharing things online. 	<p>Think Positive</p> <ul style="list-style-type: none"> understand that it is important to look after our mental health. recognise and describe a range of positive and negative emotions. discuss changes people may experience in their lives and how they might make them feel. talk about things that make them happy and help them to stay calm. 	<p>Think Positive contd./Transitions</p> <ul style="list-style-type: none"> identify uncomfortable emotions and what can cause them. discuss the characteristics of a good learner identify things they think will change/stay the same discuss how they will change in the following year 	<p>TEAM</p> <ul style="list-style-type: none"> work with a partner to write down a change that has come with starting a new class. create a role play about a team scenario. read clues and work as a team to solve a crime. identify a feeling and how it is expressed. show the resolution to a dispute through pictures. create a list of good deed ideas.
Relationships Education Coverage	<p>Digital Wellbeing</p> <ul style="list-style-type: none"> 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 strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 			<p>TEAM</p> <ul style="list-style-type: none"> 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 the importance of seeking support if feeling lonely or excluded that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 		

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	<ul style="list-style-type: none"> • 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 • about discrimination: what it means and how to challenge it • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • 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 • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> • that personal behaviour can affect other people; to recognise and model respectful behaviour online 				
<p>Year A Oak Y5/6</p>	<p>TEAM Year 5 unit Identify the teams that they belong to. Understand successful teamwork skills. Express ideas respectfully. Understand the importance of shared responsibilities in helping a team to function effectively. Identify and understand collaboration and compromise. Identify ways to support others in the team and show that they care.</p>	<p>Respecting Right year 6 unit Explain the basic rights that all people share. Understand that children have their own rights. Understand that human rights are universal and cannot be taken away. Recognise that there are people in the world whose rights are not met. Understand the importance of being a rights respecting citizen. Understand that ideas about human rights change. Explain some well known human rights activists and</p>	<p>Be yourself year 5 unit RSE Understand that children may at times feel under pressure to fit in and not be true to themselves. Explain how to communicate their feelings in different situations. Explore how to manage uncomfortable feelings. Discuss situations that would make people fight or flee. Create resolutions to tricky situations. Identify the feelings involved in making a mistake and how to make amends.</p>	<p>Safety first Year 6 unit Describe what a dare is and understand peer pressure. Know when to seek help in risky situations. Identify risks and hazards. Identify school rules for staying safe. Recall the number to dial in an emergency. List some of the hazards found in the home. Understand that some substances in the home might be dangerous. List some of the dangers associated with roads, railways and near water.</p>	<p>Growing up Year 6 unit RSE Explore the physical changes that young people will experience during puberty. Explore the emotional changes that young people will experience during puberty. Appreciate that there is no such thing as a perfect body. Understand what a loving relationship means and that there are many forms of love. Explain what a sexual relationship is.</p>	<p>Money matters Year 5 unit Talk about and explain financial risk Discuss the influences on us to try to persuade us to spend. Identify how we can become critical consumers. Describe what value for money means to different people. Understand how they can spend their money in an ethical way. Explore some examples of fair trade. Explain why people might want or need to</p>

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	<p>List shared responsibilities in the class team.</p>	<p>understand the work that they do. Reflect on how they can take actions to make the world a better place.</p>		<p>Understand some basic first aid. Identify other influences on them to behave in a certain way. Know the points of the firework code.</p>	<p>Understand consent and what it means. To know the differences between appropriate and inappropriate physical and other contact To know that each person's body belongs to them Understand that some infections can be passed on during sexual intercourse and how to keep themselves safe. Understand how babies are conceived and born. Identify someone that they could talk to if they have any questions about their changing bodies. To develop positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. To Understand what a loving relationship is.</p>	<p>borrow money and what this might mean. Talk about tax and what it is.</p>
<p>Relationships Education Coverage</p>	<ul style="list-style-type: none"> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 			<p>Be Yourself</p> <ul style="list-style-type: none"> that a feature of positive family life is caring relationships; about the different ways in which people care for one another 		

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	<ul style="list-style-type: none"> • 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 • the importance of seeking support if feeling lonely or excluded • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • 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 • about discrimination: what it means and how to challenge it • that personal behaviour can affect other people; to recognise and model respectful behaviour online • 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 • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 			<ul style="list-style-type: none"> • 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 • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else's personal safety (including online) and to keep trying until they are heard • 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 		
Year B Oak Y5/6	Aiming high Year 5 unit To begin to discuss their personal achievements and skills.	One World Year 6 unit To talk about special people in their life and say why they are special.	unit V.I.Ps year 6 unit To share ideas for ways we can care for our VIPs. With support, create a	Diverse Britain Year 5 unit	Think positive 6 unit RSE	It's my body year 5 unit RSE

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	<p>To understand and discuss different learning styles. To identify what a helpful learning attitude is. To talk about the range of jobs that people do. To understand what a stereotype is. To talk about skills employers look for in employees. To work with others in a team. To discuss the skills everyone needs to succeed</p>	<p>To talk about different homes around the world and identify how they are the same as and different from their own. To describe what their school is like. To explain what an environment is. To explain what natural resources are and identify how people use them. To say what they love about the world in which they live and describe how they would feel if these things disappeared</p>	<p>poster to show a calming technique. With support, discuss how a disagreement could be handled. with support, explain ways to resist pressure. To identify which secrets are OK to keep and which should be shared. To identify some aspects of healthy and unhealthy relationships. To identify different types of relationships</p>	<p>talk about the range of faiths and ethnicities in Britain. Explain how and why laws are made. Explain what a community is. Discuss some roles of local government. Describe the basic structure of national government. Talk about the role of charities and voluntary groups in the community To know what a stereotype is and that they can be unfair, negative and destructive</p>	<p>Talk about their thoughts, feelings and behaviours. Identify unhelpful and helpful thought. Suggest outcomes linked to certain thoughts, feelings and actions. Discuss ways in which positive thinking can be beneficial. Identify and discuss uncomfortable emotions. Identify common choices we have to make in life. Use basic mindfulness techniques, when guided. Describe what makes a good learner</p>	<p>Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Understand the importance of sleep, exercise and healthy eating. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. Identify positive aspects about themselves. Discuss the choices related to health that they make each day. Identify choices that will benefit their health and provide a 'balanced lifestyle'. Identify ways to protect their bodies from ill health.</p>
<p>Relationships Education Coverage</p>	<p>VIPs:</p> <ul style="list-style-type: none"> • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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 					

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| | <ul style="list-style-type: none">• to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice• strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others• 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• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);• about seeking and giving permission (consent) in different situations• 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• how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this• where to get advice and report concerns if worried about their own or someone else's personal safety (including online), for example family, school and other sources | |
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