



# Halsall St Cuthbert's CE Primary School

## PSHE Curriculum Overview



### Early Years Foundation Stage (Reception)

**Please see Class L page for more information about Personal, Social and Emotional Development in the EYFS (Self-regulation, managing self and building relationships)**

### Key Stage 1 PSHE

Key Stage 1 PSHE						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>What is the same and different about us?</p> <p>Christian values: friendship British values: respect</p> <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths - <b>The parable of the lost sheep</b> – everyone is important</li> <li>how their personal features or qualities are unique to them</li> </ul>	<p>Who is special to us?</p> <p>Christian values: thankfulness, respect British values: tolerance</p> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> </ul>	<p>What helps us to stay healthy?</p> <p>Christian values: responsibility, perseverance British values: liberty</p> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> </ul>	<p>What jobs do people do?</p> <p>Christian values: service, trust British values: democracy, liberty</p> <ul style="list-style-type: none"> <li>that people have different jobs</li> <li>that people get paid money to do those jobs and that is how they can pay for things</li> <li>that people keep their money in banks</li> </ul>	<p>Who helps us to stay safe?</p> <p>Christian values: courage, generosity, courage British values: law</p> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>who can help them in different places and situations; how to</li> </ul>	<p>How can we look after each other and the world?</p> <p>Christian values: service, responsibility British values: respect</p> <ul style="list-style-type: none"> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>the responsibilities they have in and out of the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<ul style="list-style-type: none"> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone if something about their family makes them feel unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<ul style="list-style-type: none"> <li>• that you can choose to save your money or spend it or give some to good causes / charity</li> <li>• that people use money in different ways – online, phones, cards and cash</li> </ul>	<p>attract someone’s attention or ask for help; what to say</p> <ul style="list-style-type: none"> <li>• how to respond safely to adults they don’t know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<ul style="list-style-type: none"> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people’s needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>
2	<p>What makes a good friend?</p> <p>Christian values: friendship British values: respect</p> <ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> </ul>	<p>What is bullying?</p> <p>Christian values: compassion, British values: tolerance</p> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>	<p>What jobs do people do?</p> <p>Christian values: service British values: liberty, democracy</p> <ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> </ul>	<p>What helps us to stay safe?</p> <p>Christian values: respect, responsibility British values: law</p> <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable,</li> </ul>	<p>What helps us to grow and stay healthy?</p> <p>Christian values: responsibility British values: liberty</p> <ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they</li> </ul>	<p>How do we recognise our feelings?</p> <p>Christian values: perseverance British values: respect</p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and</li> </ul>

	<ul style="list-style-type: none"> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul> <p><a href="#">Link to Jesus' friendship with the disciples</a></p>	<ul style="list-style-type: none"> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<ul style="list-style-type: none"> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>including keeping secrets</p> <ul style="list-style-type: none"> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p>should have everyday</p> <ul style="list-style-type: none"> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p>bereavement or moving on to a new class/year group)</p> <ul style="list-style-type: none"> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>
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## Key Stage 2 PSHE

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3</b>	<p>How can we be a good friend?</p> <p>Christian values: friendship, compassion, forgiveness British values: respect</p> <ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve</li> </ul>	<p>What keeps us safe?</p> <p>Christian values: respect, courage British values: liberty</p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help</li> </ul>	<p>What are families like?</p> <p>Christian values: respect, service British values: respect, tolerance</p> <ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p>What makes a community?</p> <p>Christian values: respect, friendship, British values: tolerance, respect</p> <ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p>Why should we eat well and look after our teeth?</p> <p>Christian values: compassion British values: respect</p> <ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy</li> </ul>	<p>Why should we keep active and sleep well?</p> <p>Christian values: compassion British values: respect</p> <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and</li> </ul>

	<p>disputes and reconcile differences</p> <ul style="list-style-type: none"> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul> <p>The Prodigal son – the importance of forgiveness</p>	<p>people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <ul style="list-style-type: none"> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>			eating and dental care	rest and who to talk to if they are worried
4	<p>What strengths, skills and interests do we have?</p> <p>Christian values: courage, respect British values: liberty</p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> </ul>	<p>How do we treat each other with respect?</p> <p>Christian values: respect British values: respect, democracy</p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in</li> </ul>	<p>How can we manage our feelings?</p> <p>Christian Values: compassion British values: respect</p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways: anger, frustration,</li> </ul>	<p>How will we grow and change?</p> <p>Christian values: perseverance British values: tolerance</p> <ul style="list-style-type: none"> <li>• how growing up can affect emotions and feelings</li> <li>• how personal hygiene routines change</li> <li>• how to ask for advice and support about growing and changing</li> <li>• how to make choices that support a healthy, balanced lifestyle</li> </ul>	<p>How can our choices make a difference to others and the environment?</p> <p>Christian values: respect, service British values: respect</p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> </ul>	<p>How can we manage risk in different places?</p> <p>Christian values: respect British values: law</p> <ul style="list-style-type: none"> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> </ul>

	<ul style="list-style-type: none"> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul> <p>The parable of the talents – we should be proud of who we are and use our talents for good</p>	<p>return</p> <ul style="list-style-type: none"> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul> <p>The parable of the Lost Sheep – everyone is important in our world</p>	<ul style="list-style-type: none"> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul> <p>The importance of forgiveness – The parable of the unforgiving servant</p>	<p>including:</p> <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> </ul>	<ul style="list-style-type: none"> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul> <p>The parable of the mustard seed – even small things can have a big impact!</p>	<ul style="list-style-type: none"> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul> <p>The parable of the wise and foolish builders – make the right choices</p>
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5	<p>What makes a person's identity?</p> <p>Christian values: respect British values: respect, law</p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people. Some people have physical, behavioural and educational differences. <ul style="list-style-type: none"> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul> </li> </ul>	<p>How can we play our part in our community?</p> <p>Christian values: service, compassion British values: tolerance, respect</p> <ul style="list-style-type: none"> <li>• What communities do we belong to?</li> <li>• Who's who in our Church community? Halsall community? What roles do they play?</li> <li>• What does it mean to have responsibility?</li> <li>• What is a bystander and what can we do when we see something we know is wrong?</li> <li>• How can we make sure our community is welcoming and inclusive?</li> <li>• Are there any community projects we can take part in?</li> <li>• The parable of the sheep and the goats – make good choices and help people when you can</li> </ul>	<p>How can we help in an emergency or accident?</p> <p>Christian values: compassion, service British values: respect</p> <ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p>How can friends communicate safely?</p> <p>Christian values: friendship, British values: law</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively <ul style="list-style-type: none"> <li>• how knowing someone online differs from knowing someone face-to-face</li> </ul> </li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family <ul style="list-style-type: none"> <li>• how to respond if a friendship is making them feel worried,</li> </ul> </li> </ul>	<p>How can drugs common to everyday life affect health?</p> <p>Christian values: responsibility British values: law</p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing <ul style="list-style-type: none"> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others <ul style="list-style-type: none"> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> </ul> </li> </ul> </li> </ul>	<p>How can we stay healthy both physically and mentally?</p> <p>Christian values: responsibility British values: respect</p> <ul style="list-style-type: none"> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one <ul style="list-style-type: none"> <li>• how legal and illegal drugs can affect health and how to manage situations involving them</li> <li>• how to spot signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> </ul> </li> </ul>

				<p>unsafe or uncomfortable</p> <ul style="list-style-type: none"> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<ul style="list-style-type: none"> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• How to maintain a healthy mindset, mindfulness, relaxation, etc</li> <li>• How our bodies change with puberty.</li> </ul>
6	<p>How can we stay safe online?</p> <p>Christian values: respect, friendship, courage British values: tolerance, law, respect</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> </ul>	<p>How can the media influence people?</p> <p>Christian values: respect, courage British values: tolerance, respect, law</p> <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health,</li> </ul>	<p>What does "diversity" mean?</p> <p>Christian values: justice, respect, service British values: law, liberty, respect, tolerance</p> <ul style="list-style-type: none"> <li>• To recognise that society is made up of a huge variety of peoples and that this is something to be respected and celebrated</li> <li>• How prejudice and discrimination can affect people and communities</li> <li>• How we have a Christian obligation to care for and support everyone. Link to the</li> </ul>	<p>What jobs would we like? What decisions can we make with money?</p> <p>Christian values: service, generosity, thankfulness British values: liberty, law</p> <p>Link to STEM careers talks</p> <ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> </ul>	<p>How do friendships change as we grow?</p> <p>Christian values: forgiveness, friendship British values: tolerance, law, liberty, respect</p> <ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including</li> </ul>	<p>What will high school be like?</p> <p>Christian values: truthfulness, perseverance, compassion British values: liberty, respect</p> <ul style="list-style-type: none"> <li>• To spend some time researching our new schools</li> <li>• To discuss how friendships will grow and change</li> <li>• About the variety of lessons and afterschool clubs, and the challenges and opportunities this brings</li> <li>• Responsibility and organisation – packing bags, having</li> </ul>



	<ul style="list-style-type: none"> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> <li>• Using online payments – robucks, gaming credits, gambling</li> </ul>	<p>the news and different groups of people) and that these can influence opinions and decisions</p> <ul style="list-style-type: none"> <li>• how text and images can be manipulated or invented; strategies to recognise this.</li> </ul> <p>Positive body images.</p> <ul style="list-style-type: none"> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed</li> </ul>	<p><b>Parable of the Good Samaritan.</b></p>	<ul style="list-style-type: none"> <li>• how to challenge stereotypes associated with careers</li> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> <li>• the risks of online purchases and payments</li> </ul>	<p>marriage or civil partnership</p> <ul style="list-style-type: none"> <li>• how puberty relates to growing from childhood to adulthood – female changes and male changes</li> <li>• about the reproductive organs and process - how babies are conceived and born</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> </ul>	<p>equipment, managing homework.</p> <ul style="list-style-type: none"> <li>• Peer pressures they may face: online challenges, bullying, vaping, drugs, sharing images.</li> </ul>
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		online which is upsetting, frightening or untrue				
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