

PSHE

Intent

As a school, we welcome families from diverse faiths and cultures, and work with them and the local community to provide the very best for any child. In partnership with parents, we aim to educate children who are resilient, respectful, and able to love and care for others and see learning as an exciting, challenging and integral part of life. We want our children to aim high with a tradition of pride in what they and others do, creating a school community that is happy, caring and one that moulds our future society into one to be proud of. Our PSHE intent also encompasses the equalities act in its entirety and, as outlined in our equalities statement, recognising that protected characteristics are a right of every human being in order for them to be the person they want to be.

Implementation

PSHE at Cookridge Primary School will cover the Government expectations of a good PSHE provision through the implementation of the following:

- Clearly document the skills progression throughout every year group of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term plans outlining the intended teaching of the PSHE knowledge and skills progression.
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to be able to research, debate and present information.
- Monitor the impact of its teaching of PSHE and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning.
- Give subject leaders time to monitor the impact of the PSHE curriculum taught on children's learning. Reporting back to staff on areas for development.

Impact

- Use data to measure impact of PSHE implementation – performance of different groups e.g. PPG, Year groups, Gender
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on Self-assessment of subject area.

Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Self-Regulation)

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.

Personal, Social and Emotional Development (Managing Self)

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.

Personal, Social and Emotional Development (Building relationships)

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.

Physical Development (Health and Self-Care)

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine- toothbrushing - being a safe pedestrian

Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene - mealtimes

Understanding the World (People and Communities)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Understanding the World (The World)

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

- ▶ All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: [Section 78 \(1\) Education Act 2002](#)

Safeguarding

▶ The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

▶ Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory **Programme of Study for Citizenship at KS1 and KS2**.

▶ The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.


Taken from: **Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**













▶ Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

Learning Outcomes and Core Themes

▶ Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. In addition to this, we use Twinkl resources to help supplement and keep abreast of update curriculum changes.

- Health and Wellbeing
- Relationships
- Living in the Wider World

The red flag demarcates lessons which link directly to safeguarding and red highlighted Lessons need to be taught  **LINK** = Link to supporting resources on Twinkl - Lesson 1 = lessons to support medium term planning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Relationships  Key question: What is the same and different about us? Be Yourself – Lesson 1,2,3, 4,6 Growing Up – Lesson 4	Relationships Key question: What makes a good friend? TEAM – Lesson 3 VIPs – Lesson 3	Relationships  Key question: How can we be a good friend? LKS2 TEAM – Lesson 4 LKS2 VIPs – Lesson 1,2,4,5	Health and Wellbeing Key question: What strengths, skills and interests do we have? Think Positive – Lesson 6	Health and Wellbeing  Key question: What makes up a person's identity? It's My Body – Lesson 5	Health and Wellbeing Key question: How can we keep healthy as we grow? Safety First – Lesson 5
Autumn 2	Relationships  Key question: Who is special to us? TEAM – Lesson 1 VIPs – Lesson 1, 2	Relationships  Key question: What is bullying? TEAM – Lesson 2, 4 VIPs – Lesson 4	Health and Wellbeing  Key question: What keeps us safe? Safety First – Lesson 2,3,5,6 It's My Body – Lesson 1 Growing Up – Lesson 3	Relationships  Key question: How do we treat each other with respect? VIPs – Lesson 3 Digital Wellbeing – Lesson 2,5 TEAM – Lesson 2,3,6 Be Yourself – Lesson 1,3,4 It's My Body – Lesson 1	Living in the wider world Key question: What decisions can people make with money? One World – Lesson 2,3 Money Matters – Lesson 1,2,3,4,5,6	Health and Wellbeing  Key question: How can we keep healthy as we grow? Think Positive – Lesson 1,2,3 It's My Body – Lesson 3,5
Spring 1	Health and Wellbeing Key question: What helps us stay healthy? It's My Body – Lesson 1, 4 Safety First – Lesson 6 Think Positive – Lesson 2	Living in the wider world  Key question: What jobs do people do? Digital Wellbeing – Lesson 1,2,3 Aiming High – Lesson 3,4,5 Money Matters – Lesson 2	Relationships  Key question: What are families like? LKS2 VIPs – Lesson 1 Growing Up – Lesson 5	Health and Wellbeing  Key question: How can we manage our feelings? Think Positive – Lesson 1,2,3,4,5 Growing Up – Lesson 3	Health and Wellbeing Key question: How can we help in an accident or emergency? Safety First – Lesson 4	Living in the wider world  Key question: How can the media influence people? Money Matters – Lesson 5 Diverse Britain – Lesson 3,4,5
Spring 2	Living in the wider world Key question: What can we do with money? Money Matters – Lesson 1,3,4,5,6	Health and Wellbeing  Key question: What helps us to stay safe? Safety First – Lesson 1,2,4,5 Growing Up – Lesson 2	Living in the wider world  Key question: What makes a community? Diverse Britain – Lesson 1,2,5,6 One World – Lesson 3,4,6	Health and Wellbeing Key question: How will we grow and change? Growing Up – Lesson 4	Relationships  Key question: How can friends communicate safely? VIPs – Lessons 6 Digital Wellbeing – Lesson 3,4,5	Living in the wider world Key question: How can the media influence people? Digital Wellbeing – Lesson 1,2,4,6
Summer 1	Health and Wellbeing Key question: Who helps to keep us safe? Safety First – Lesson 3 Digital Wellbeing – Lesson 3	Health and Wellbeing Key question: What helps us grow and stay healthy? It's My Body – Lesson 2,3,6	Health and Wellbeing Key question: Why should we eat well and look after our teeth? It's My Body – Lesson 2,3,4,6	Living in the wider world Key question: How can our choices make a difference to others and the environment? Money Matters – Lesson 4 One World – Lesson 2,5	Health and Wellbeing Key question: How can drugs common to everyday life affect health? Think Positive – Lesson 4,5,6 It's My Body – Lesson 2,4,6	Relationships  Key questions: What will change as we become more independent? How do friendships change as we grow? VIPs – Lessons 1 Growing Up – Lesson 4 TEAM – Lesson 2
Summer 2	Living in the wider world Key question: How can we look after each other and the world? One World – Lesson 1,2,3,4 Diverse Britain – Lesson 3,4,6 Aiming High – Lesson 1,2,6	Health and Wellbeing Key question: How do we recognise our feelings? Think Positive – Lesson 1,3,4,5,6	Health and Wellbeing  Key question: Why should we keep active and sleep well? It's My Body – Lesson 5	Health and Wellbeing Key question: How can we manage risk in different places? Safety First – Lesson 1,4	Living in the wider world Key question: What jobs would we like? Aiming High – Lesson 3,4,5	

	KS1	KS2
Health and Wellbeing	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>

<p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p>
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Relationships

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. To identify the people who love and care for them and what they do to help them feel cared for
- R3. About different types of families including those that may be different to their own
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do
- R8. Simple strategies to resolve arguments between friends positively
- R9. How to ask for help if a friendship is making them feel unhappy
- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. About how people may feel if they experience hurtful behaviour or bullying
- R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not
- R15. How to respond safely to adults they don't know
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21. About what is kind and unkind behaviour, and how this can affect others
- R22. About how to treat themselves and others with respect; how to be polite and courteous
- R23. To recognise the ways in which they are the same and different to others
- R24. How to listen to other people and play and work cooperatively

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R15. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R16. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R17. 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
- R18. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

<p>R25. How to talk about and share their opinions on things that matter to them</p>	<p>R19. 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</p> <p>R20. about discrimination: what it means and how to challenge it</p> <p>R21. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R22. 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</p> <p>R23. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R24. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R25. about seeking and giving permission (consent) in different situations</p> <p>R26. 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</p> <p>R27. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R28. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true
- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this
- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12. about some of the different ways information and data is shared and used online, including for commercial purposes
- L13. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L14. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L15. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- L16. about the different ways to pay for things and the choices people have about this
- L17. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L18. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L19. to recognise that people make spending decisions based on priorities, needs and wants
- L20. different ways to keep track of money
- L21. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L22. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L23. to identify the ways that money can impact on people's feelings and emotions
- L24. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L25. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

		<p>L26. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L27. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L28. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L29. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L30. to identify the kind of job that they might like to do when they are older</p> <p>L31. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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