


Subject - PSHE	Year 3 Topics	Being Healthy (H)	Difference and Diversity (R)	Exploring Emotions (R)	Relationships (R)	Being Responsible (L)	Bullying Matters (R & L)
	<p>Key learning from national curriculum (See Appendix A)</p> <p>Core Themes: Relationships – Friendship (R10, R11, R12, R13, R14, R16, R18), family and close positive relationships (R1, R2, R3, R4, R7, R9); managing hurtful behavior and bullying (R21); safe relationships; respecting self and others</p> <p>Health and Wellbeing – Healthy lifestyles (physical wellbeing H6, H7); mental wellbeing; Keeping Safe; Drugs (including alcohol and tabaco)</p> <p>Living in the wider world – Shared responsibilities (L1, L2, L3, L4); Communities (L6, L7, L8, L9); Media Literacy and Digital resilience; Economic wellbeing (Money, Aspirations, Work and Career)</p>						

Intent	Implementation	Impact
<p>To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</p>	<p>To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.</p>	<p>Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community.</p> <p>A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential.</p> <p>To continue to foster positive relationships with their peers and adults, where they continued to feel valued.</p> <p>To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</p> <p>Pupils will achieve age related expectations across the wider curriculum.</p>

Prior learning	Future learning
<ul style="list-style-type: none"> Content from KS1. See Appendix B 	<ul style="list-style-type: none"> Year 4 Curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe

What pupils need to know or do to be secure					
Topic-Being Healthy	Topic-Difference and Diversity	Topic-Exploring Emotions	Topic- Relationships	Topic- Being Responsible	Topic- Bullying Matters
PSHE Matters scheme, BBC Citizenship pack, Activators, The health pack, Eat Well.	PSHE matters scheme, Prevent resources online.	PSHE Matters scheme, R Time	PSHE Matters scheme, Commando Joes, R Time,	PSHE Scheme, Parliament Pack, Commando Joes	PSHE Matters scheme, R Time, Resources form Anti Bullying week, A young person's guide to...
Key Vocabulary					
Physical, mental and emotional health, balanced life style, informed choices, diet, choices, goals.	Equal, discrimination, stereotypes	Emotions, strategies, disputes, good/not so good feelings, management, conflict	Positive, healthy, relationships, break a confidence, share a secret, personal boundaries	Topical issues, rights and responsibilities, community	Consequences, discrimination, teasing, aggressive behavior, cyber bullying, prejudice-based language, trolling
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge
<p>H1 - Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices.</p> <p>H3 - Understanding what is included in a</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognising the differences and similarities between people, but understand everyone is equal.</p> <p>R14 - Recognising the nature and consequences of discrimination.</p> <p>R16 - Recognising and challenging stereotypes.</p>	<p>R1 - Recognising a wide range of emotions in themselves and others.</p> <p>R1 - Responding appropriately to a range of emotions in themselves and others.</p> <p>R7 - Understanding their actions affect themselves and others.</p> <p>R12 - Developing strategies to resolve disputes.</p>	<p>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationship.</p>	<p>L1 - Research, discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L7 - Explore rights and responsibilities, rights and duties</p>	<p>R7 - Understanding that their actions affect themselves and others.</p> <p>R11 - Identifying the importance of working shared goals.</p> <p>R12 - Developing strategies for getting support for themselves or for others at risk.</p>

<p>balanced diet. H3 - Understanding what may influence our choices. H5 - Setting goals.</p>		<p>R12 - Identifying strategies to manage emotions. H1, H6 - Deepening their understanding of good and not so good feelings. H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions.</p>	<p>R7 - Understanding that actions affect themselves and others. R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R10 - Listening and responding respectfully. R21 - Understanding personal boundaries.</p>	<p>at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong.</p>	<p>R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). R18 - Knowing how to recognise bullying and abuse in all its forms.</p>
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Key skills


Relationships	Health and Well being	Living in the Wider World
<p>Communicate effectively with others, showing respect. Form and maintain positive relationships. Understand that their actions affect themselves and others. Work collaboratively and co-operatively. Listen to others' points of view and respond appropriately. Use effective strategies to resolve conflicts. To challenge stereotypes and to view everyone as equal.</p>	<p>Live a healthy life style which includes eating a balance diet, exercising and relaxation. Act responsibly when using social media and other online apps. Recognise a range of feelings and use appropriate strategies to manage emotions.</p>	<p>Confidently explain opinions. To follow rules and carry out responsibilities. Act in a non-aggressive way towards others when resolving issues. To know and use their network of support effectively. Show tolerance towards people different from themselves. To have a firm understanding of their own identity and how they fit into their community.</p>

Key

(R) = Relationships (Growing up, Changes, Bullying Matters, Being Me, Relationships)

(H) = Health and Well Being (Drug Education, Being Healthy, Growing up, Changes, Being Safe)

(L) = Living in the Wider World (Growing up, Being Me, Bullying Matters, Being Responsible, Money Matters)

Subject - PSHE	Year 4 Topics	Drug Education (H)	Being Me (L & R)	Changes (H)	Growing Up (H, R L)	Money Matters (L)	Being Safe (H)
	<p>Key learning from national curriculum (See Appendix A)</p> <p>Core Themes: Relationships – Friendship (R10, R13, R16), family and close positive relationships (R4, R8); managing hurtful behavior and bullying; safe relationships; respecting self and others</p> <p>Health and Wellbeing – Healthy lifestyles (physical wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H14,); mental wellbeing (H15, H18, H20, H21, H22, H23, H24); Keeping Safe; Drugs (including alcohol and tabaco H25)</p> <p>Living in the wider world – Shared responsibilities; Communities (L7, L9, L10,); Media Literacy and Digital resilience (L11, L12, L13, L14, L16); Economic wellbeing (Money, Aspirations, Work and Career)</p>						

Intent	Implementation	Impact
To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.	To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.	Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community. A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. To continue to foster positive relationships with their peers and adults, where they continued to feel valued. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Pupils will achieve age related expectations across the wider curriculum.

Prior learning	Future Learning
<ul style="list-style-type: none"> Year 3 Curriculum - Being Healthy, Difference and Diversity, Exploring Emotions, Relationships, Being Responsible, Bullying Matters 	<ul style="list-style-type: none"> Year 5 Curriculum (Building on from year 3) - Being Healthy, Difference and Diversity, Exploring Emotions, Relationships, Being Responsible, Bullying Matters

What pupils need to know or do to be secure					
Topic-Drug Education PSHE Matters scheme. DARE, DCC planning folder	Topic- Being Me PSHE Matters scheme, books in resources, R Time	Topic- Changes PSHE Matters scheme, books in resources, Transition booklets	Topic- Growing Up PSHE Matters Scheme, Living and Growing Channel 4 resources, DCC planning folder, Bettys Bus online	Topic- Money Matters PSHE Matters scheme, online resources form banks, Barclays math pack, Santander- My Money Week and Fiver Challenge	Topic- Being Safe PSHE Matters scheme, I can feel safe booklets, NSPCC visitors, https://www.sja.org.uk/get-advice/a-z-of-first-aid-teaching-courses/first-aid-for-pshe-teaching-resources/

Key Vocabulary					
Risk, safe, harmful, misuse, substances, staying safe	Responsibilities, community, identities	Confliction emotions, positivity	Media, reality, hygiene, puberty, human reproduction, healthy relationship, loving relationships, topical issues	Voluntary, charity, money, interest, loan, debt, tax, enterprise	Risks, safe, digital responsible, strategies
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge
H2 - Recognising how to make informed choices. H9 - Understanding that people have different attitudes to risk. H10, H11 - Recognising, predicting and assessing risks in different situations.	H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet.	H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions.	H4 - That images in the media do not always reflect reality. H5 - Celebrate our strengths/qualities. H8 - About the kind of changes that happen in life and the associated feelings. H12 - That simple hygiene routine can prevent the spread of bacteria.	L10 - Identify the role of voluntary and charity groups. L12 - Understanding different values and customs. L13 - Exploring how to manage money.	H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased

<p>H14 - Where to get help and how to ask for help.</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>H21, H23 - Learning rules about staying safe.</p>	<p>H3 - Understanding what may influence our choices.</p> <p>H5 - Setting goals.</p>	<p>H7 - Acknowledging, exploring and identifying how to manage change positively.</p> <p>H8 - Exploring changes.</p> <p>H14 - Knowing where to go for help and how to ask for help.</p>	<p>H18 - About the changes that happen as they grow up.</p> <p>H20 - The right to protect our bodies.</p> <p>R4 - About differences and similarities between people, but understand everyone is equal.</p> <p>R8 - About the difference between acceptable and unacceptable physical contact.</p> <p>R13 - Knowing the names of the body parts.</p> <p>R16 - Recognise and challenge stereotypes.</p>	<p>L13 - Explaining the importance of money in people's lives and how money is obtained.</p> <p>L14 - Understanding the concepts of interest, loan, debt and tax.</p> <p>L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>independence brings increased responsibility to keep themselves safe.</p> <p>H15 - Understanding how rules can keep them safe.</p> <p>H15 - Identifying where and how to get help.</p> <p>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>H22 - Understanding the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understanding how to become digitally responsible.</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>
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Key skills

Relationships	Health and Well being	Living in the Wider World
<ul style="list-style-type: none"> To know the different relationships they have. To know what kind of physical contact is acceptable/unacceptable and how to respond appropriately, using their network of support. Challenge stereotypes and to view everyone as equal. 	<ul style="list-style-type: none"> Make the right choices to lead a 'balanced lifestyle'. Does not believe everything they see and read in the media. Reflect on own strengths and weaknesses Recognise a range of feelings and use appropriate strategies to manage emotions. Use positive ways to face new challenges such as transition. Recognise, predict and manage risks in different situations and to know that their actions have consequences for themselves and others. To use their network of support if placed in a difficult situation. 	<ul style="list-style-type: none"> To follow the rules, rights and responsibilities at school, home and community. Demonstrate strategies to resolve differences. To be an active part of a community and use local and national groups that can support them. To show understanding of different beliefs and values in society. Develop skills to become a critical consumer. Demonstrate their enterprise skills.


Key

(R) = Relationships (Growing up, Changes, Bullying Matters, Being Me, Relationships)

(H) = Health and Well Being (Drug Education, Being Healthy, Growing up, Changes, Being Safe)

(L) = Living in the Wider World (Growing up, Being Me, Bullying Matters, Being Responsible, Money Matters)

	Year 5 Topics	Being Healthy (H)	Difference and Diversity (R)	Exploring Emotions (R)	Relationships (R)	Being Responsible (L)	Bullying Matters (R)
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<p>Subject - PSHE</p> 	<p>Key learning from national curriculum (See Appendix A) Core Themes: Relationships – Friendship (R10, R12, R13, R14, R16, R18), family and close positive relationships (R1, R2, R3, R4, R5, R6, R7); managing hurtful behavior and bullying (R20, R21); safe relationships; respecting self and others Health and Wellbeing – Healthy lifestyles (physical wellbeing H6, H7); mental wellbeing; Keeping Safe; Drugs (including alcohol and tobacco) Living in the wider world – Shared responsibilities (L1, L2, L3, L4, L5); Communities (L7, L8, L9); Media Literacy and Digital resilience; Economic wellbeing (Money, Aspirations, Work and Career)</p>
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<p>Intent</p> <p>To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</p>	<p>Implementation</p> <p>To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.</p>	<p>Impact</p> <p>Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community. A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. To continue to foster positive relationships with their peers and adults, where they continued to feel valued. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Pupils will achieve age related expectations across the wider curriculum.</p>
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<p>Prior learning</p> <ul style="list-style-type: none"> Year 4 curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe 	<p>Future Learning</p> <ul style="list-style-type: none"> Year 6 Curriculum (building on from year 4) - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe
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What pupils need to know or do to be secure

<p>Topic-Being Healthy PSHE Matters scheme, BBC Citizenship pack, Activators, The health pack, Eat Well.</p>	<p>Topic-Difference and Diversity PSHE matters scheme, Prevent resources online.</p>	<p>Topic-Exploring Emotions PSHE Matters scheme, R Time</p>	<p>Topic- Relationships PSHE Matters scheme, Commando Joes, R Time,</p>	<p>Topic - Being Responsible PSHE Scheme, Parliament Pack, Commando Joes</p>	<p>Topic- Bullying Matters PSHE Matters scheme, R Time, Resources form Anti Bullying week, A young person's guide to...</p>
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Key Vocabulary

<p>Physical, emotional and mental health, balanced healthy lifestyle, informed choices, reality, media, goals, habits</p>	<p>Discrimination, stereotypes, sex, gender identity, sexual orientation</p>	<p>Feelings, resolving disputes, good/not so good feelings, emotional, conflict</p>	<p>Relationships, civil partnerships, marriage, forced marriage, confidentiality</p>	<p>Debate, topical issues, British Law, community</p>	<p>Consequences, discrimination, teasing, aggressive behavior, cyber bullying, prejudice-based language, trolling</p>
<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning /knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>	<p>Key learning / knowledge</p>
<p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices.</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.</p>	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately. R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary.</p>	<p>R2 - Recognising what a healthy relationship is. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L5 - To understand there are some cultural practices against British law.</p>	<p>R7 - Understanding that their actions affect themselves and others. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14 - Understanding the nature and consequences</p>


<p>H4 - Recognising how images in the media do not always reflect reality.</p> <p>H5 - Setting simple but challenging goals.</p> <p>H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p>	<p>R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>	<p>H6 - Exploring the intensity and range of feelings.</p> <p>H7 - Recognising when they experience conflicting emotions and how to manage these.</p>	<p>R5, R6 - Understanding the true meaning behind civil partnerships and marriage.</p> <p>R12 - Resolving conflicts.</p> <p>R20 - Recognising that forcing anyone to marry is a crime.</p> <p>R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	<p>L7 - Explore rights and responsibilities at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong.</p>	<p>of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>
Key skills					
Relationships (R)	Health and Well being (H)		Living in the Wider World (L)		
<ul style="list-style-type: none"> Communicate their feelings to others, using appropriate means. Maintain and form good relationships knowing the difference between a healthy and an unhealthy relationship. Understand that their actions affect themselves and others. To know what kind of physical contact is acceptable/unacceptable and how to respond appropriately. Work collaboratively, co-operatively and show respect. Listen to others' points of view and respond appropriately. Resolves conflicts using appropriate strategies. To challenge stereotypes, treat everyone as equal. 	<ul style="list-style-type: none"> To live a 'balanced lifestyle'. Demonstrates they know how to keep healthy both mentally and physically. Not to take everything you see at face value when using media. To know their strengths and suggest areas for improvement. Identify a range of feeling they have and how to manage their emotions effectively. 		<ul style="list-style-type: none"> Can give own opinions on topical debates. To know why rules and laws are needed in different situations and follow them. Demonstrates that people have basic human rights and they are there to protect everyone. Demonstrate strategies to resolve differences. Shows respect and show tolerance towards people different from themselves. To know their own identity and how they fit into their community. Access local and national groups that support them. 		

Key

(R) = Relationships (Growing up, Changes, Bullying Matters, Being Me, Relationships, Money Matters)

(H) = Health and Well Being (Drug Education, Being Healthy, Growing up, Changes, Being Safe)

(L) = Living in the Wider World (Growing up, Being Me, Being Responsible, Money Matters)

Subject - PSHE 	Year 6 Topics	Drug Education (H)	Being Me (L & R)	Changes (H)	Growing Up (H, R L)	Money Matters (L & R)	Being Safe (H)
	Key learning from national curriculum (See Appendix A) Core Themes: Relationships – Friendship(R13), family and close positive relationships (R2, R5); managing hurtful behavior and bullying; safe relationships; respecting self and others Health and Wellbeing – Healthy lifestyles (physical wellbeing H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H14); Mental Health (H15, H16, H18, H19, H21); Keeping Safe; Drugs (including alcohol and tabaco) Living in the wider world – Shared responsibilities (L1); Communities (L7, L9) Media Literacy and Digital resilience (L13, L14, L15, L16); Economic wellbeing (Money (L18), Aspirations, Work and Career)						
Intent To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. To enable pupils to understand and respect our common humanity: it's diversity and its differences so that they can go on to form, effective, fulfilling relationships that are an essential part of life and learning. To learn about their own identity, risks, decision-making and how to keep themselves safe. To help pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.		Implementation To offer a wide variety of teaching and learning styles within PSHE, using the PSHE matters scheme of work and R Time resources. Take a positive approach which focuses on what pupils and young people can do to keep themselves and others healthy, safe and to lead happy and fulfilling lives. Provide opportunities for pupils and to make real decisions about their lives, to take part in activities which can demonstrate their ability to take responsibility for their decisions. Provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions.			Impact Pupils will reflect and transfer what they have learned from one school subject to another, and from school to their lives in the wider community. A sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. To continue to foster positive relationships with their peers and adults, where they continued to feel valued. To demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Pupils will achieve age related expectations across the wider curriculum. Children will be prepared for transition to secondary school and any other future changes and challenges.		

Prior learning	Future Learning
<ul style="list-style-type: none"> Year 5 curriculum - Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe 	<ul style="list-style-type: none"> Key Stage 3 – See Appendix C

What pupils need to know or do to be secure					
Topic-Drug Education	Topic- Being Me	Topic- Changes	Topic- Growing Up	Topic- Money Matters	Topic- Being Safe
PSHE Matters scheme. DARE, DCC planning folder	PSHE Matters scheme, books in resources, R Time	PSHE Matters scheme, books in resources, Transition booklets	PSHE Matters Scheme, Living and Growing Channel 4 resources, DCC planning folder, Bettys Bus online	PSHE Matters scheme, online resources form banks, Barclays math pack, Santander- My Money Week and Fiver Challenge	PSHE Matters scheme, I can feel safe booklets, NSPCC visitors, https://www.sja.org.uk/get-advice/a-z-of-first-aid-teaching-courses/first-aid-for-pshe-teaching-resources/
Key Vocabulary					
Informed choices, substances, risks, effects, influences, pressure, basic emergency procedures, habit	Responsibilities, community	Feelings, emotions, positivity, transition, loss, separation, bereavement, divorce, help	Hygiene, images, strengths, acceptable/unacceptable behaviour, stereotype	Finance, critical consumer, interest, loan, tax, debt, enterprise, social media	Choices, risks, habit, safe, digitally responsible
Key learning / knowledge	Key learning / knowledge	Key learning /knowledge	Key learning / knowledge	Key learning / knowledge	Key learning / knowledge
H2 - Knowing how to make informed choices. H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.	L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. R13 - Identifying that differences and	H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school.	H4 - Exploring how images in the media and online do not always reflect reality. H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings. H12 - That simple hygiene routine can prevent the spread of bacteria.	L13 - Understand how finance plays an important part in people's lives. L13 - Understanding about being a critical consumer.	H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased

<p>H13 - Identifying influences and when an influence becomes a pressure. H14 - Developing skills of how to ask for help. H15 - Identify basic emergency procedures. H16 - Understanding the term 'habit' and why habits can be hard to change.</p>	<p>similarities between people arise from a number of factors.</p>	<p>H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.</p>	<p>H13 - Identify pressures and influences. H18 - Understanding changes that happen at puberty. H19 - Understanding what puberty and human reproduction is. R2 - Identifying qualities of a healthy relationship R5 - About committed loving relationships. R13 - About differences and similarities between people, but understand everyone is equal. L1 - Debate topical issues.</p>	<p>L14 - Developing an understanding of the concepts of interest, loan, debt and tax. L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment. L16 - Developing enterprise skills. L18 - Critiquing how social media presents information. R15 -Recognising and managing dares.</p>	<p>independence brings increased responsibility to keep themselves safe. H15 - Explaining how rules can keep them safe. H15 - Identifying where and how to get help. H16 - Understanding the term 'habit.' H21 - Developing strategies for keeping physically and emotionally safe in different situations. H22 - Understanding the importance of protecting information particularly online. H23, H24, H25 - Understanding how to become digitally responsible. H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>
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Key skills

Relationships	Health and Well being	Living in the Wider World
<ul style="list-style-type: none"> Maintain and form good relationships, knowing the difference between a healthy and an unhealthy relationship. Shows that they know everyone is equal. Can use strategies when placed in a difficult situation and knows who their network of support is. 	<ul style="list-style-type: none"> Leads a 'balanced lifestyle' and is aware of how to keep themselves physically and mentally well. To know a range of feelings and use strategies to help manage their emotions. Think positivity when facing new challenges such as transition. Recognise, predict and manage risks in different situations and know their actions have consequences for themselves and others. Identify safety rules and risky situations, knowing where to get help. 	<ul style="list-style-type: none"> Confidently take part in a debate or topical issue and confidently share their point of view. Follow the rules, rights and responsibilities at school, home and community. To not take everything they see at face value particularly when using the media. To become a critical consumer. To be aware it is their responsibility to protecting their environment and improving their community. Demonstrate their enterprise skills.

Key

(R) = Relationships (Growing up, Changes, Bullying Matters, Being Me, Relationships, Money Matters)

(H) = Health and Well Being (Drug Education, Being Healthy, Growing up, Changes, Being Safe)

(L) = Living in the Wider World (Growing up, Being Me, Being Responsible, Money Matters)

KS2 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Relationships	KS2 Learning opportunities in Living in the Wider World
<p align="center">Healthy lifestyles (physical wellbeing)</p>	<p align="center">Families and close positive relationships</p>	<p align="center">Shared responsibilities</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>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>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</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>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</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>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)</p>
<p align="center">Mental health</p>	<p align="center">Friendships</p>	<p align="center">Communities</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>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</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>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>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
<p style="text-align: center;">Ourselves, growing and changing</p>	<p style="text-align: center;">Managing hurtful behaviour and bullying</p>	<p style="text-align: center;">Media literacy & digital resilience</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. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</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>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
<p style="text-align: center;">Keeping safe</p>	<p style="text-align: center;">Safe relationships</p>	<p style="text-align: center;">Economic wellbeing: Money</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 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>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</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>		
<p>Drugs, alcohol and tobacco</p>	<p>Respecting self and others</p>	<p>Economic wellbeing: Aspirations, work and career</p>
<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</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>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

KS1 Learning opportunities in Health and Wellbeing	KS1 Learning opportunities in Relationships	KS1 Learning opportunities in Living in the Wider World
<p align="center">Healthy lifestyles (physical wellbeing)</p>	<p align="center">Families and close positive relationships</p>	<p align="center">Shared responsibilities</p>
<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy</p>	<p>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</p>	<p>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</p>
<p align="center">Mental health</p>	<p align="center">Friendships</p>	<p align="center">Communities</p>
<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>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</p>	<p>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</p>
<p align="center">Ourselves, growing and changing</p>	<p align="center">Managing hurtful behaviour and bullying</p>	<p align="center">Media literacy & digital resilience</p>
<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva,vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group</p>	<p>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</p>	<p>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</p>

Keeping safe	Safe relationships	Economic wellbeing: Money
<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>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>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>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</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>
Drugs, alcohol and tobacco	Respecting self and others	Economic wellbeing: Aspirations, work and career
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

KS3 Learning opportunities in Health and Wellbeing	KS3 Learning opportunities in Relationships	KS3 Learning opportunities in Living in the Wider World
<p style="text-align: center;">Self-concept</p>	<p style="text-align: center;">Positive relationships</p>	<p style="text-align: center;">Learning Skills</p>
<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p>
<p style="text-align: center;">Mental health</p>	<p style="text-align: center;">Relationship Values</p>	<p style="text-align: center;">Choices and Pathways</p>
<p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	<p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>
<p style="text-align: center;">Healthy Lifestyles</p>	<p style="text-align: center;">Forming and Maintaining Relationships</p>	<p style="text-align: center;">Work and Careers</p>
<p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical</p>	<p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p>	<p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>

<p>health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H21. how to access health services when appropriate</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>	<p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	
Drugs, alcohol and tobacco	Consent	Employment Rights
<p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p>
Managing Risk and Personal Safety	Contraception and Parenthood	Economic wellbeing: Aspirations, work and career
<p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>
Puberty and Sexual Health	Bullying, Abuse and Discrimination	Financial Choices
<p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>
	Social Influences	Media literacy and digital resilience
	<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p>	<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p>

	<p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including</p>
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