Lodge Farm Primary School

**PSHE Knowledge and Skills Progression**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strand** | **By the end of EYFS**  | **By the end of Y1****Children learn:** | **By end of Y2** **Children learn:** | **By end of Y3****Children learn:** | **BY end of Y4****Children learn:** | **By end of Y5****Children learn:** | **By end of Y6****Children learn:** |
| **Health and wellbeing*****Drugs alcohol and tobacco******(KS1 H37)******(KS2 H46- H50)******Keeping Safe******(KS1 H28- H36)******(KS2 H37- H45)******Ourselves, Growing and changing******(KS1- H21- H27)******(KS2 H25-H36)******Mental health******(KS1 H11- H20)******(KS2 H15- H24)******Healthy lifestyles and physical wellbeing******(KS1 H1- H10)******(KS2- H1- H14)*** | **Be increasingly independent in meeting their own care needs,** **e.g. brushing teeth, using the toilet, washing and drying their** **hands thoroughly.** **Make healthy choices about food, drink, activity and** **toothbrushing.****Manage their own needs.****- personal hygiene** **Know and talk about the different factors that support their** **overall health and wellbeing:****- regular physical activity****- healthy eating****- toothbrushing****- sensible amounts of ‘screen time’****- having a good sleep routine****- being a safe pedestrian****Manage their own basic hygiene and personal needs,** **including dressing, going to the toilet and understanding the** **importance of healthy food choices.** | **H1. about what keeping healthy means; different ways to keep healthy****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****H10. about the people who help us to stay physically healthy****H.21 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.****vagina, penis, testicles****H33. about the people whose job it is to help keep us safe****H35. about what to do if there is an accident and someone is hurt****H36. how to get help in an emergency (how to dial 999 and what to say)** | **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****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****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****H24. how to manage when finding things difficult****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****H28. about rules and age restrictions that keep us safe****H29. to recognise risk in simple everyday situations and what action to take to** **minimise harm** **H30. about how to keep safe at home (including around electrical appliances) and** **fire safety (e.g. not playing with matches and lighters)****H31. that household products (including medicines) can be harmful if not used** **correctly****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****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** | **H1. how to make informed decisions about health****H2. about the elements of a balanced, healthy lifestyle****H3. about choices that support a healthy lifestyle, and recognise what might****influence these****H4. how to recognise that habits can have both positive and negative effects on****a healthy lifestyle****H5. about what good physical health means; how to recognise early signs of****physical illness****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.****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****H10. how medicines, when used responsibly, contribute to health; that some****diseases can be prevented by vaccinations and immunisations; how allergies can****be managed****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)****H30. to identify the external genitalia and internal reproductive organs in males****and females and how the process of puberty relates to human reproduction****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****H40. about the importance of taking medicines correctly and using household****products safely, (e.g. following instructions carefully)****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****H43. about what is meant by first aid; basic techniques for dealing with common****injuries²** | **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****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****H17. to recognise that feelings can change over time and range in intensity** **H18. about everyday things that affect feelings and the importance of expressing** **feelings****H19. a varied vocabulary to use when talking about feelings; about how to express** **feelings in different ways;** **H20. strategies to respond to feelings, including intense or conflicting feelings;** **how to manage and respond to feelings appropriately and proportionately in** **different** **H23. about change and loss, including death, and how these can affect feelings;** **ways of expressing and managing grief and bereavement****H25. about personal identity; what contributes to who we are (e.g. ethnicity,** **family, gender, faith, culture, hobbies, likes/dislikes)** **H27. to recognise their individuality and personal qualities****H28. to identify personal strengths, skills, achievements and interests and how** **these contribute to a sense of self-worth****H29. about how to manage setbacks/perceived failures, including how to re-frame** **unhelpful thinking** **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)****H32. about how hygiene routines change during the time of puberty, the** **importance of keeping clean and how to maintain personal hygiene****H34. about where to get more information, help and advice about growing and** **changing, especially about puberty****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****H38. how to predict, assess and manage risk in different situations****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****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** | **H1. how to make informed decisions about health****H3. about choices that support a healthy lifestyle, and recognise what might** **influence these** **H4. how to recognise that habits can have both positive and negative effects on** **a healthy lifestyle****H25. about personal identity; what contributes to who we are (e.g. ethnicity,** **family, gender, faith, culture, hobbies, likes/dislikes)****H26. that for some people gender identity does not correspond with their** **biological sex****H27. to recognise their individuality and personal qualities****H43. about what is meant by first aid; basic techniques for dealing with common** **injuries²****© PSHE Association 2020 | 13****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****can affect how people feel****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****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****H48. about why people choose to use or not use drugs (including nicotine,** **alcohol and medicines)****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** | **H1. how to make informed decisions about health****H2. about the elements of a balanced, healthy lifestyle****H3. about choices that support a healthy lifestyle, and recognise what might** **influence these** **H4. how to recognise that habits can have both positive and negative effects on** **a healthy lifestyle****H5. about what good physical health means; how to recognise early signs of** **physical illness** **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.** **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****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** **H13. about the benefits of the internet; the importance of balancing time online** **with other activities; strategies for managing time online** **H14. how and when to seek support, including which adults to speak to in and** **outside school, if they are worried about their health****H15. that mental health, just like physical health, is part of daily life; the** **importance of taking care of mental health** **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****H21. to recognise warning signs about mental health and wellbeing and how to** **seek support for themselves and others****© PSHE Association 2020 | 11****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****H24. problem-solving strategies for dealing with emotions, challenges and change,** **including the transition to new schools****can affect how people feel****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****H35. about the new opportunities and responsibilities that increasing** **independence may bring****H40. about the importance of taking medicines correctly and using household** **products safely, (e.g. following instructions carefully)****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****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****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****H49. about the mixed messages in the media about drugs, including alcohol and** **smoking/vaping**  |
| **Relationships*****Respecting ourselves and others (KS1 R21-25)******(KS2 R30- 34)******Safe relationships******(KS1 R13-R20)******(KS2 R22- R29)******Managing hurtful behaviour and bullying.******(KS1 R10-R12)******(KS2 R19- R21)******Friendships******(KS1 R6- R9)******(KS2 R10-R18)******Families and positive relationships******(KS1 R1- R5)******(KS2 R1-R9)*** | **Become more outgoing with unfamiliar people, in the safe** **context of their setting.****• Show more confidence in new social situations.****• Play with one or more other children, extending and** **elaborating play ideas.** **Help to find solutions to conflicts and rivalries. For example,** **accepting that not everyone can be Spider-Man in the game,** **and suggesting other ideas****Develop appropriate ways of being assertive.****Talk with others to solve conflicts.** **Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’** **or ‘worried’.** **Understand gradually how others might be feeling.****Begin to make sense of their own life-story and** **family’s history****Continue developing positive attitudes about the differences** **between people.** **Know that there are different countries in the world and** **talk about the differences they have experienced or seen** **in photos.****Use talk to help work out problems and organise thinking** **and activities, and to explain how things work and why they** **might happen.** **Develop social phrases.****Build constructive and respectful relationships.** **Express their feelings and consider the feelings of others.****identify and moderate their own feelings socially and** **emotionally.****Think about the perspectives of others.****Talk about members of their immediate family and** **community.** **Name and describe people who are familiar to them.** **Recognise that people have different beliefs and celebrate** **special times in different ways.****Hold conversation when engaged in back-and-forth** **exchanges with their teachers and peers.****Show an understanding of their own feelings and those of** **others, and begin to regulate their behaviour accordingly****Work and play cooperatively and take turns with others.** **Form positive attachments to adults and friendships** **with peers.** **Show sensitivity to their own and others’ needs.****Negotiate space and obstacles safely, with consideration for** **themselves and others.** | **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 identify common features of family life** **R5. that it is important to tell someone (such as their teacher) if something about** **their family makes them unhappy or worried****R13. to recognise that some things are private and the importance of respecting** **privacy; that parts of their body covered by underwear are private****R15. how to respond safely to adults they don’t know****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****R25. how to talk about and share their opinions on things that matter to them** | **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****R25. how to talk about and share their opinions on things that matter to them****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****R14. that sometimes people may behave differently online, including by** **pretending to be someone they are not****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** | **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****R13. the importance of seeking support if feeling lonely or excluded****R14. that healthy friendships make people feel included; recognise when others** **may feel lonely or excluded; strategies for how to include them****R17. that friendships have ups and downs; strategies to resolve disputes and** **reconcile differences positively and safely****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****R25. recognise different types of physical contact; what is acceptable and** **unacceptable; strategies to respond to unwanted physical contact** **R26. about seeking and giving permission (consent) in different situations****R28. how to recognise pressure from others to do something unsafe or that** **makes them feel uncomfortable and strategies for managing this** **R29. where to get advice and report concerns if worried about their own or** **someone else’s personal safety (including online)****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****R33. to listen and respond respectfully to a wide range of people, including those** **whose traditions, beliefs and lifestyle are different to their own** | **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****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****R19. about the impact of bullying, including offline and online, and the** **consequences of hurtful behaviour****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** **R21. about discrimination: what it means and how to challenge it****R22. about privacy and personal boundaries; what is appropriate in friendships** **and wider relationships (including online)****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** **R24. how to respond safely and appropriately to adults they may encounter (in all** **contexts including online) whom they do not know****R25. recognise different types of physical contact; what is acceptable and** **unacceptable; strategies to respond to unwanted physical contact****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****R28. how to recognise pressure from others to do something unsafe or that** **makes them feel uncomfortable and strategies for managing this** **R29. where to get advice and report concerns if worried about their own or** **someone else’s personal safety (including online)****R30. that personal behaviour can affect other people; to recognise and model** **respectful behaviour online****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** | **R1. to recognise that there are different types of relationships (e.g. friendships,** **family relationships, romantic relationships, online relationships)****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****R24. how to respond safely and appropriately to adults they may encounter (in all** **contexts including online) whom they do not know****R26. about seeking and giving permission (consent) in different situations****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** | **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****R16. how friendships can change over time, about making new friends and the** **benefits of having different types of friends****R34. how to discuss and debate topical issues, respect other people’s point of** **view and constructively challenge those they disagree with** |
| **Living in the wider world****(KS1-L14-L17)****(KS2 L25- L32)*****Economic wellbeing: Money******KS1(L10- L13)******KS2 (L17-L24)******Media literacy and digital resilience******(KS1 L7- L9)******(KS2 L11- L16)******Communities*** ***(KS1 L4-L6)******(KS2 L8- L10)******Shared responsibility (KS1 L1-L3)******(KS2 L1-L5)******Aspirations work and career******(KS1 L14- L17)*** | **Be able to express a point of view and to debate when** **they disagree with an adult or friend, using words as well** **as actions.****• Start a conversation with an adult or a friend and continue it** **for many turns** **Select and use activities and resources, with help when** **needed. This helps them to achieve a goal they have chosen or** **one which is suggested to them****Develop their sense of responsibility and membership of a** **Community****Increasingly follow rules, understanding why they are** **important.****• Remember rules without needing an adult to remind them.****• Develop appropriate ways of being assertive****Be increasingly independent as they get dressed and** **undressed. For example, putting coats on and doing up zips.****Show interest in different occupations.****See themselves as a valuable individual.****Show resilience and perseverance in the face of challenge****Further develop the skills they need to manage the school day** **successfully:****- lining up and queuing****- mealtimes****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.****Set and work towards simple goals, being able to wait for** **what they want and control their immediate impulses when** **appropriate****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.****Talk about the lives of people around them and their roles** **in society** | **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****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** | **L1. about what rules are, why they are needed, and why different rules are needed** **for different situations****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****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** | **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** | **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)****L10. about prejudice; how to recognise behaviours/actions which discriminate** **against others; ways of responding to it if witnessed or experienced****L15. recognise things appropriate to share and things that should not be shared** **on social media; rules surrounding distribution of images****L25. to recognise positive things about themselves and their achievements; set** **goals to help achieve personal outcomes** | **L9. about stereotypes; how they can negatively influence behaviours and attitudes** **towards others; strategies for challenging stereotypes****L11. recognise ways in which the internet and social media can be used both** **positively and negatively****L17. about the different ways to pay for things and the choices people have about** **this****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’** **L19. that people’s spending decisions can affect others and the environment (e.g.** **Fair trade, buying single-use plastics, or giving to charity)****L20. to recognise that people make spending decisions based on priorities, needs** **and wants****L21. different ways to keep track of money** **L22. about risks associated with money (e.g. money can be won, lost or stolen)** **and ways of keeping money safe****L24. to identify the ways that money can impact on people’s feelings and** **Emotions****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****L27. about stereotypes in the workplace and that a person’s career aspirations** **should not be limited by them****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)** **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****L30. about some of the skills that will help them in their future careers e.g.** **teamwork, communication and negotiation****L31. to identify the kind of job that they might like to do when they are older** | **L11. recognise ways in which the internet and social media can be used both** **positively and negatively****L12. how to assess the reliability of sources of information online; and how to** **make safe, reliable choices from search results****L13. about some of the different ways information and data is shared and used** **online, including for commercial purposes** **L14. about how information on the internet is ranked, selected and targeted at** **specific individuals and groups; that connected devices can share information****L15. recognise things appropriate to share and things that should not be shared** **on social media; rules surrounding distribution of images** **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****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** |