Lodge Farm Primary School

**PSHE Knowledge and Skills Progression**

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| **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** |