

SEFTON PARK SCHOOLS PSHE CURRICULUM

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our curriculum is divided into three core themes:

Health and Wellbeing
Relationships
Living in the Wider World

Each theme is divided into topics which will be studied by the whole-school at the same time.

KEY STAGE ONE

Core Theme 1: Health and Wellbeing (Myself)					
Developing the overarching concepts	Through the contexts of				
Identity personal qualities, attitudes, skills, attributes and achievements and what influences these Relationships	Healthy Lifestyles 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	Mental Health 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	Growing and Changing 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	Keeping Safe 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	Drugs, Alcohol and Tobacco H28. about rules and age restrictions that keep us safe H31. that household products (including medicines) can be harmful if not used correctly

<p>including different types and in different settings Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others Safety including behaviour and strategies to employ in different settings Diversity and equality in all its forms Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and 'win-win' outcomes Rights including the notion of universal human rights responsibilities including fairness and justice and consent in different contexts Career including enterprise, employability and economic understanding</p>	<p>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>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>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>home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) 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 H33. about the people whose job it is to help keep us safe 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 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)</p>	<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
	<p>Healthy Me</p>		<p>Growing and Changing</p>	<p>Keeping Safe</p>	
	<p>Essential Skills Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Making decisions and choices</p>				

Core Theme 2: Relationships (Myself and Others)

Developing the overarching concepts

Through the contexts of

Identity personal qualities, attitudes, skills, attributes and achievements and what influences these
Relationships including different types and in different settings
Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
Safety including behaviour and strategies to employ in different settings
Diversity and **equality** in all its forms
Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and 'win-win' outcomes
Rights including the notion of universal human rights
responsibilities including fairness and justice and **consent** in different contexts
Career including enterprise, employability and economic understanding

Families and close positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to 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

Friendship

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

Managing Hurtful Behaviour (including bullying)

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

Healthy and Safe Relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are

Respecting self and others

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

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	Families and Friends		Say No to Bullying!	Healthy and Safe Relationships	
	Essential Skills Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Making decisions and choices Managing personal risk and safety Recognising safe sources of support Resilience Resolving conflict Recognising and managing emotions				

Core Theme 3: Living in the Wider World					
Developing the overarching concepts	Through the contexts of				
Identity personal qualities, attitudes, skills, attributes and achievements and what influences these Relationships including different types and in different settings Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others and safety including behaviour and strategies to employ in different settings	Shared Rights and Responsibilities 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	Communities, valuing and Celebrating Diversity 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	Taking care of our world L3. about things they can do to help look after their environment	Media Literacy and Digital Literacy 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	Money Matters, Dreams and Goals 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

Diversity and equality in all its forms Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and 'win-win' outcomes Rights including the notion of universal human rights responsibilities including fairness and justice and consent in different contexts Career including enterprise, employability and economic understanding					strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs
	Me in my world			Our Digital Selves	Reach for the Stars
	Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Formulating questions Gathering and using data Looking at evidence Recalling and applying knowledge and skills Self-reflection Resolving conflicts Setting goals for self Team working				

	<u>Autumn</u> Core Skills: Learning with Others Black History Month: October Anti-Bullying Week: November			<u>Spring</u> Core Skills: Growth Mindset/How to be successful Safer Internet Day: February Citizenship Week: March			<u>Summer</u> Core Skills: Developing Independence and Responsibility Mental Health Awareness Week: May		
Unit	Me in my world	Families and Friendships	Say No to Bullying!	Reach for the Stars	Our Digital Selves	Keeping Safe	Healthy Me	Growing and Changing	Safe Relationships
Year 1	Rules Caring for others' needs	Special people Families Feeling cared	Being a safe/kind friend How behaviour	Strengths and interests Setting goals	Using the internet Keeping safe	Keeping safe in school and at home	Keeping healthy, hygiene routines Identifying feelings	Recognising what makes them special	Recognising privacy Safe/unsafe touch

	Looking after the school environment	for	affects others Bullying	Jobs in the community	online How rules and age restrictions help us	Road Safety Sun Safety	Relaxation techniques	Growing/Life cycles	
Year 2	Rules Belonging to a group Roles and responsibilities Working as a team	Making friends and playing co-operatively Conflict resolution	Recognising hurtful behaviour	What money is Looking after money Setting goals Different jobs and job stereotypes Growth mindset	The internet in everyday life Online content and information	Safety in different environments, risk and safety at home, emergencies	Why sleep is important Dental Health Medicines Managing feelings and asking for help Relaxation techniques - breathing	Growing older, naming body parts, moving class	Managing secrets, resisting pressure and getting help

KEY STAGE 2

Core Theme 1: Health and Wellbeing (Myself)					
Developing the overarching concepts	Through the contexts of				
Identity personal qualities, attitudes, skills, attributes and achievements and	Healthy Lifestyles H1. how to make informed decisions about health H2. about the elements	Mental Health H15. that mental health, just like physical health, is part of daily life; the	Growing and Changing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender,	Keeping Safe H37. reasons for following and complying with regulations and restrictions (including age	Drugs, Alcohol and Tobacco H46. about the risks and effects of legal drugs common to

<p>what influences these Relationships including different types and in different settings Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others Safety including behaviour and strategies to employ in different settings Diversity and equality in all its forms Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and 'win-win' outcomes Rights including the notion of universal human rights responsibilities including fairness and justice and consent in different contexts Career including enterprise, employability and economic understanding</p>	<p>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 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 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 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</p>	<p>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 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 situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>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 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 H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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 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 for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to</p>	<p>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 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 H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 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 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 injuries 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</p>	<p>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); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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>
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	such as fruit juices, smoothies and fruit teas; the effects of smoking) 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		manage transitions between classes and key stages	and whom to tell if they think they or someone they know might be at risk	
	Healthy Me		Growing and Changing	Keeping Safe	
	Essential Skills Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Making decisions and choices				

Core Theme 2: Relationships (Myself and Others)					
Developing the overarching concepts	Through the contexts of				
Identity personal qualities, attitudes, skills, attributes and	Families and close positive relationships	Friendship	Managing Hurtful Behaviour (including	Healthy and Safe Relationships	Respecting self and others

<p>achievements and what influences these</p> <p>Relationships including different types and in different settings</p> <p>Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others</p> <p>Safety including behaviour and strategies to employ in different settings</p> <p>Diversity and equality in all its forms</p> <p>Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes</p> <p>Rights including the notion of universal human rights</p> <p>responsibilities including fairness and justice and</p> <p>consent in different contexts</p> <p>Career including enterprise, employability and economic understanding</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</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 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 R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship</p>	<p>bullying)</p> <p>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</p>	<p>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 R26. about seeking and giving permission (consent) in different situations 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</p>	<p>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 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 R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
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	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	(online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary			
	Families and Friends		Say no to Bullying!	Healthy and Safe Relationships	
	Essential Skills Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Making decisions and choices Managing personal risk and safety Recognising safe sources of support Resilience Resolving conflict Recognising and managing emotions				

Core Theme 3: Living in the Wider World					
Developing the overarching concepts	Through the contexts of				
Identity personal qualities, attitudes, skills, attributes and achievements and what influences these	Shared Rights and Responsibilities L1. to recognise reasons for rules and laws; consequences	Communities/Diversity L6. about the different groups that make up their community; what living in a community	Taking care of our world L5. ways of carrying out shared responsibilities for	Media Literacy and Digital Literacy L11. recognise ways in which the internet and social media	Money Matters, Dreams and Goals L17. about the different ways to pay for things and the choices people have

<p>Relationships including different types and in different settings Risk identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others and safety including behaviour and strategies to employ in different settings Diversity and equality in all its forms Power how it is used and encountered in a variety of different contexts including persuasion, bullying, negotiation and 'win-win' outcomes Rights including the notion of universal human rights responsibilities including fairness and justice and consent in different contexts Career including enterprise, employability and economic understanding</p>	<p>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)</p>	<p>means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>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</p>	<p>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 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 L24. to identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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</p>
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					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 L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
	Me in my world			Our Digital Selves	Reach for the Stars
	Active listening Awareness of own needs Communicating ideas Drawing conclusions Empathy Formulating questions Gathering and using data Looking at evidence Recalling and applying knowledge and skills Self-reflection Resolving conflicts Setting goals for self Team working				

	Autumn Core Skills: Learning with Others Black History Month: October Anti-Bullying Week: November			Spring Core Skills: Growth Mindset/How to be successful Safer Internet Day: February Citizenship Week: March			Summer Core Skills: Developing Independence and Responsibility Mental Health Awareness Week: May		
	Me in my world	Families and Friendships	Say no to Bullying!	Reach for the Stars	Our Digital Selves	Keeping Safe	Healthy Me	Growing and Changing	Safe Relationships
Y3	The value of rules and laws; rights, freedoms and	What makes a family Features of family life	Recognising respectful behaviour The	Different jobs and skills; job stereotypes; setting	How the internet is used; assessing	Risks and hazards; safety in the local environment and	Health choices and habits; what affects feelings;	Personal strengths and achievements	Personal boundaries; safely responding to others

	responsibilities		importance of self-respect	personal goals	information online	unfamiliar places	expressing feelings Relaxation techniques - stretches		
Y4	What makes a community, shared responsibilities	Positive friendships, including online	Respecting differences and similarities; discussing differences sensitively	Achievements Making decisions about who and what they want to be	How data is shared and used	Keeping safe in different situations, including responding to emergencies, First Aid.	Maintaining a balanced lifestyle; oral hygiene and dental care Relaxation techniques - visualisation	Physical and emotional changes in puberty	Responding to hurtful behaviour; managing confidentiality; recognising risks online
Y5	Compassion towards others e different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to develop the skills to exercise these responsibilities.	Managing friends and peer influence	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Identifying job interests and aspirations; What influences career choices; workplace stereotypes	How information online is targeted; different media types, body image and advertising	Keeping safe in different situations, including responding to emergencies, First Aid.	Healthy sleep habits, sun safety, medicines, vaccinations and allergies Relaxation techniques - yoga	Personal identity; recognising individuality and different qualities. Puberty and hygiene	Physical contact and feeling safe. Consent.
Y6	Valuing diversity, challenging discrimination	Managing friendships, recognising and managing pressure	Expressing opinions and respecting others points of view, including discussing topical issues	Aspirations and enterprise	Evaluating media sources Sharing online Keeping personal info safe	FGM Regulations and choices Drug use and the media	What affects mental health and ways to take care of it; Managing time online managing change, loss and bereavement. Relaxation	Human reproduction and birth Increasing independence and transition	Attraction to others, romantic relationships; civil partnership and marriage Consent in different situations

							techniques - mindfulness		
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