

LKS2 PSHE Curriculum Map Overview

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8
TEAM (Relationships)							
October Half Term 28 Oct – 1 Nov							
Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	
Think Positive (Health and Wellbeing)							
Christmas Holidays 23 Dec – 3 rd Jan							
Wk16	Wk17	Wk18	Wk19	Wk20	Wk21	Wk22	
Diverse Britain (Living in the Wider World)							
February Half Term 24 Feb – 28 Feb							
Wk23	Wk24	Wk25	Wk26	Wk27	Wk28		
Be Yourself (Relationships)							
Easter Holidays 14 Apr – 25 Apr							
Wk29	Wk30	Wk31	Wk32				
It's My Body (Health and Wellbeing)							
May Half Term 26 May – 30 May							
Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39	
Aiming High (Living in the Wider World)							

LKS2 PSHE Curriculum Map Autumn 1

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8
TEAM (Relationships)							

Knowledge Components	TEAM (Relationships)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • Talk about changes people may go through and what feelings or emotions these changes may bring; • List some helpful behaviours that support teamwork; • Understand how different behaviours affect the whole team; • Talk about different emotions our team mates may experience; • Discuss ways we can resolve disputes within a team; • Talk about how fulfilling our responsibilities benefits our team.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • Discuss how changes can make people feel comfortable or uncomfortable emotions; • Explain how helpful behaviours support a team to work well together; • Reflect on how their contributions can benefit the team; • Discuss ways we can tell what emotions our teammates are experiencing; • Talk about how children involved in a dispute may feel; • Explain how showing kindness and doing our best can benefit our team.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • Explain some strategies we can use to support ourselves at times of change; • Describe how being part of a team where helpful behaviours are used would make people feel; • Explain how different roles make important contributions to a team; • Describe ways we can support our teammates with the emotions they experience; • Explain which resolutions would be most appropriate for different disputes; • Talk about wider positive actions we can take to support our team and why these are important. • Analyse how their good deed ideas would benefit the team and beyond.

Key Vocabulary

Team
 Group
 Listening
 Body language
 Teamwork
 Change
 Responsibility
 Collaborative
 Communication
 Achieve
 Ripple effect
 Goals
 Consequences
 Teammates
 Individual
 Emotion
 Facial expression
 Considerate
 Dispute
 Resolution



LKS2 PSHE Curriculum Map Autumn 2

Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15
Think Positive (Health and Wellbeing)						

Knowledge Components	Think Positive (Health and Wellbeing)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • understand that it is important to look after our mental health. • recognise and describe a range of comfortable and uncomfortable emotions. • discuss changes people may experience in their lives and how they might make them feel. • talk about things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • understand that having a positive attitude is good for our mental health. • understand the causes of negative thoughts. • identify ways to cope with negative thoughts. • understand the impact certain changes can have on people and how it can affect them emotionally. • Identify some mindfulness techniques and discuss which they like to use. • Identify strategies to cope with uncomfortable emotions.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • understand the implications of having negative thoughts and their impact on our actions and behaviour. • describe mindfulness and why it is helpful in supporting good mental health. • understand that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions. • understand the need for our thinking brain to gain control over our feelings brain. • understand the implications of having a positive attitude towards learning.

Key Vocabulary

Happiness
 Fear
 Attitude
 Anxiety
 Peace
 Challenge
 Practise
 Perseverance
 Changes
 Effort
 Control
 Feelings
 Emotions
 Calm
 Success
 Unhelpful thoughts
 Grief
 Determination
 Mindful
 Growth mindset



LKS2 PSHE Curriculum Map Spring 1

Wk16	Wk17	Wk18	Wk19	Wk20	Wk21	Wk22
Diverse Britain (Living in the Wider World)						

Knowledge Components	Diverse Britain (Living in the Wider World)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • describe the benefits of living in a diverse and multicultural society; • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • show empathy for situations where people are not living in a democracy; • think in detail about what society would be like without rules and laws; • explain in detail their own thoughts on human rights; • discuss with confidence why showing respect and being tolerant of others is important; • identify how respect of differing opinions and ideas to their own can be shown.

Key Vocabulary

Multicultural
Society
Diverse
Value
Respect
Tradition
Democracy
Equality
Human rights
Freedom
Government
Rules
Law
Enforce
Protect
Parliament
Liberty
Tolerance
Customs
Citizen



LKS2 PSHE Curriculum Map Spring 2

Wk23	Wk24	Wk25	Wk26	Wk27	Wk28
Be Yourself (Relationships)					

Knowledge Components	Be Yourself (Relationships)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • identify their own strengths; • explain that how they are feeling on the inside can affect their facial expressions and body language; • identify and begin to implement strategies to help them cope with uncomfortable feelings; • begin to demonstrate appropriately assertive behaviour; • analyse messages given by the media about how they should look, think and behave; • demonstrate how they are going to make things right after mistakes have been made; • explain what they have learnt and how they have grown from mistakes they have made.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • discuss how they could use their strengths and achievements to set aspirational goals; • support others with their internal feelings according to their facial expressions and body language; • suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing; • identify if behaviour is aggressive, passive or assertive; • discuss the impact on others of making amends after a mistake has been made.

Key Vocabulary

Confidence
 Achievement
 Strengths
 Feelings
 Angry
 Calm
 Sad
 Worried
 Excited
 Nervous
 Happy
 Proud
 Thoughts
 Opinion
 Media
 Advertisement
 Assertive
 Sorry
 Uncomfortable
 Comfortable



LKS2 PSHE Curriculum Map Summer 1

Wk29	Wk30	Wk31	Wk32
It's My Body (Health and Wellbeing)			

Knowledge Components	It's My Body (Health and Wellbeing)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • list some of the effects of sleep deprivation. • explain the effect of exercise on the heart. • know how to get help for themselves or another in the case of serious problems. • explain why eating a balanced diet is important. • know how to check medicine instructions. • know how to inhibit the spread of germs. • explain the importance of vaccinations and immunisations.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • describe how a bedtime routine improves the chance of a good night's sleep. • explain why muscles tremble when fatigued. • know the signs of serious problems. • explain why eating a rainbow of food increases minerals and micronutrient intake. • explain what different hazard signs mean. • explain the difference between bacterial and viral infections.

Key Vocabulary

choice
 consent
 touch
 uncomfortable
 sleep deprivation
 bedtime routine
 sleep hygiene
 germs
 drugs
 medication
 addiction



LKS2 PSHE Curriculum Map Summer 2

Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39
Aiming High (Living in the Wider World)						




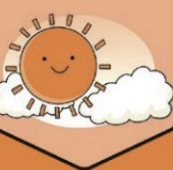
Knowledge Components	Aiming High (Living in the Wider World)
Pupils working towards expected level will be able to:	<ul style="list-style-type: none"> • Discuss their personal achievements and skills; • Identify what a positive learning attitude is; • Talk about a range of jobs that people do; • Discuss what skills and interests are needed for different jobs; • Talk about jobs they might like to do in the future; • Discuss what skills they might need to do certain jobs.
Pupils working at expected level will be able to:	<ul style="list-style-type: none"> • Identify skills and attributes that are useful in many roles; • Identify elements of a growth mindset; • Identify and challenge stereotypes; • discuss goals they could set to work towards their ambitions; • discuss challenges many people face and how some people overcome these.
Pupils working at greater depth will be able to:	<ul style="list-style-type: none"> • Discuss the impact that a growth mindset can have on achieving our goals; • understand that our goals can change and explain why this might happen; • Explain the impact of stereotypes and why they need to be challenged; • Identify limitations to achieving goals and discuss how challenges can be overcome.

Key Vocabulary
 achievement
 behaviour
 resilience
 action
 growth mindset
 fixed mindset
 qualifications
 experience
 responsibilities
 curriculum vitae
 ambitions
 stereotype
 opportunities
 self-worth



PSHE Association Coverage

PSHE and Citizenship LKS2

Health and Wellbeing				
Healthy lifestyles (physical wellbeing)	Growing Up	It's My Body	Safety First	Think Positive
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Growing Up	It's My Body	Safety First	Think Positive
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H17. to recognise that feelings can change over time and range in intensity	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H18. about everyday things that affect feelings and the importance of expressing feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Ourselves, growing and changing	Aiming High	Diverse Britain	Money Matters	One World
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H26. that for some people gender identity does not correspond with their biological sex	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H27. to recognise their individuality and personal qualities	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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 ¹	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H34. about where to get more information, help and advice about growing and changing, especially about puberty	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H35. about the new opportunities and responsibilities that increasing independence may bring	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H36. strategies to manage transitions between classes and key stages	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Keeping safe	Aiming High	Diverse Britain	Money Matters	One World
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H38. how to predict, assess and manage risk in different situations	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H43. about what is meant by first aid; basic techniques for dealing with common injuries ²	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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 risk ³	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Drugs, alcohol and tobacco	Aiming High	Diverse Britain	Money Matters	One World
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Relationships				
Families and close positive relationships	Aiming High	Diverse Britain	Money Matters	One World
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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 differen	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Friendships	Aiming High	Diverse Britain	Money Matters	One World
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R13. the importance of seeking support if feeling lonely or excluded	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Managing hurtful behaviour and bullying	Aiming High	Diverse Britain	Money Matters	One World
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R21. about discrimination: what it means and how to challenge it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Safe relationships	Aiming High	Diverse Britain	Money Matters	One World
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R26. about seeking and giving permission (consent) in different situations	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Respecting self and others	Aiming High	Diverse Britain	Money Matters	One World
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Living in the Wider World				
Shared responsibilities	Aiming High	Diverse Britain	Safety First	One World
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L2. to recognise there are human rights, that are there to protect everyone	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L3. about the relationship between rights and responsibilities	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

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)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Communities	Aiming High	Diverse Britain	Money Matters	One World
L6. about the different groups that make up their community; what living in a community means	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L7. to value the different contributions that people and groups make to the community	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Media literacy & digital resilience	Aiming High	Diverse Britain	Money Matters	One World
L11. recognise ways in which the internet and social media can be used both positively and negatively	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L13. about some of the different ways information and data is shared and used online, including for commercial purposes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Economic wellbeing: Money	Aiming High	Diverse Britain	Money Matters	One World
L17. about the different ways to pay for things and the choices people have about this	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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'	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L20. to recognise that people make spending decisions based on priorities, needs and wants	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L21. different ways to keep track of money	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

L24. to identify the ways that money can impact on people's feelings and emotions	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Economic wellbeing: Aspirations, work and career	Aiming High	Diverse Britain	Money Matters	One World
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
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	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L31. to identify the kind of job that they might like to do when they are older	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6