

UKS2 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	
Safety First (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)							

UKS2 PSHE Curriculum Map Autumn 1

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

Knowledge Components	TEAM (Relationships)
All pupils should be able to:	<ul style="list-style-type: none"> • understand what successful teamwork skills are; • express opinions respectfully; • explain what collaborative working is; • discuss what a compromise is; • discuss different types of unkind behaviour; • identify ways of showing care to others in their team; • list shared responsibilities within the class team.
Most pupils should be able to:	<ul style="list-style-type: none"> • demonstrate successful teamwork skills; • disagree respectfully; • reflect on their own collaborative working skills; • make compromises; • explain different effects of unkind behaviour; • demonstrate ways to care for others within the team; • discuss the importance and consequences of carrying out shared responsibilities within the class team.
Some pupils should be able to:	<ul style="list-style-type: none"> • discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented; • take part in a debate entitled, 'Should we always say what we think?'; • take part in a debate entitled, 'Should people always work collaboratively?'; • create posters to show examples of times the care cards could be used; • suggest different strategies for building networks to support others through unkind behaviour; • explain why each shared responsibility is required for the team to work at its best.

Key Vocabulary

Teamwork
 Collaborate
 Respect
 Honesty
 Kind
 Listen
 Communicate
 Team
 Contribute
 Dispute
 Discuss
 Compromise
 Sensitive
 Care
 Responsibility
 Consequence
 Role
 Classroom
 Admire
 opinion



UKS2 PSHE Curriculum Map Autumn 2

Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15
Safety First (Health and Wellbeing)						

Knowledge Components	Safety First (Health and Wellbeing)
All pupils should be able to:	<ul style="list-style-type: none"> describe what a dare is and identify situations involving peer pressure; know when to seek help in risky or dangerous situations; identify and discuss some school rules for staying safe and healthy; recall the number to dial in an emergency; list some of the hazards they might find at home; understand some substances at home can be dangerous; list some of the dangers we face when we are around roads, railways or water; know the key points of the firework code.
Most pupils should be able to:	<ul style="list-style-type: none"> appreciate what being responsible means; assess a situation for the level of risk; appreciate that doing something risky may lead to danger; identify people who can help us in an emergency; understand the importance of taking action to reduce the risk of harm; explain how we know which substances around the home contain chemicals ; identify safety precautions that can be taken when using roads, railways or water.
Some pupils should be able to:	<ul style="list-style-type: none"> appreciate that their own decisions and behaviour can impact on their safety and the safety of others; consider the impact of accepting a dare; appreciate that the most courageous thing is to refuse a dare; identify sources of pressure to be have in a certain way, other than peer pressure; discuss a range of emergencies and the different responses that would be most appropriate; understand some basic first aid; identify points of action to take responsibility for my own safety at home; advise others on how to stay safe around roads, water and railways.

Key Vocabulary

Emergency
 Safe
 Danger
 Risk
 Dare
 Peer pressure
 Platform
 Decision
 Help
 First aid
 Hazard
 Substance
 Crossing
 Harm
 Injury
 Flotation aid
 Trusted adult
 Courage
 Seatbelt
 Privacy



UKS2 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)
All pupils should be able to:	<ul style="list-style-type: none"> • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community.
Most pupils should be able to:	<ul style="list-style-type: none"> • identify ways of showing respect to people of all faiths and ethnicities; • explain what it means to belong to a community; • identify how laws help them; • discuss local government in relation to democracy and human rights; • discuss national government in relation to democracy and human rights; • identify how charities and voluntary groups help meet the needs of all people in the community.
Some pupils should be able to:	<ul style="list-style-type: none"> • show empathy for different people, including those who might have experience of not being respected; • think in detail about what society would be like without rules and laws; • explain in detail how they can make a positive contribution to their community; • discuss, with confidence, how they could be actively involved in local and national government; • identify how they can make a positive difference to their community and country.

Key Vocabulary

Faith
 Ethnicity
 Respect
 Community
 Law
 Protect
 Parliament
 Consequence
 Democracy
 Human rights
 Local government
 National government
 Charity
 Voluntary
 Needs
 Support
 Prime Minister
 Politicians
 Members of Parliament
 Elect



British Values; Tutor Time Activities; Personal Development and Growth; Community (Local MP); RE

UKS2 PSHE Curriculum Map Spring 2

Wk23	Wk24	Wk25	Wk26	Wk27	Wk28
Be Yourself (Relationships)					

Knowledge Components	Be Yourself (Relationships)
All pupils should be able to:	<ul style="list-style-type: none"> • discuss scenarios where children are torn between ‘fitting in’ and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
Most pupils should be able to:	<ul style="list-style-type: none"> • complete scenarios by advising on how to communicate feelings in different situations; • identify strategies we can use to manage uncomfortable feelings; • discuss different fight or flight situations; • discuss the impact of making amends when a mistake has been made.
Some pupils should be able to:	<ul style="list-style-type: none"> • discuss how to deal with being unique in difficult situations; • discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with; • discuss which strategy would work best in each situation and why; • discuss different ways to manage big emotions; • discuss which strategy would work best for different situations where people experience uncomfortable emotions; • share all they have learnt with others in school.

Key Vocabulary

Confidence
 Unique
 Celebrate
 Feelings
 Thoughts
 Help
 Support
 Opinions
 Conflict
 Emotions
 Communication
 Danger
 Anxious
 Pressure
 Shy
 Nervous
 Positive
 Apologise
 Uncomfortable
 Negative



UKS2 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)
All pupils should be able to:	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.
Most pupils should be able to:	<ul style="list-style-type: none"> • define consent and autonomy; • explain the importance of vaccinations and immunisations; • identify the implications of not getting enough sleep; • understand why they need to change some of their habits and routines as they get older; • identify where the pressure to try harmful substances might come from; • understand that many images seen in the media are artificially enhanced; • identify some factors that influence the choices they make about their bodies; • understand that the choices they make about their bodies have consequences.
Some pupils should be able to:	<ul style="list-style-type: none"> • understand that different people have different boundaries; • identify the best bedtime routine for themselves; • use meditation at bedtime to aid a peaceful sleep; • challenge stereotypical notions of 'the perfect body'; • understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing.

Key Vocabulary

Choices
 Body image
 Consent
 Healthy
 Unhealthy
 Exercise
 Diet
 Sleep
 Drugs
 Alcohol
 Tobacco
 Pressure
 Social media
 Cleanliness
 Physical health
 Mental health
 Wellbeing
 Self-respect
 Support
 Childline



UKS2 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)
All pupils should be able to:	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.
Most pupils should be able to:	<ul style="list-style-type: none"> • identify skills and attributes that are useful in many roles; • identify their preferred learning style; • identify potential barriers to success; • identify opportunities that might be available to them in the future; • identify and challenge stereotypes; • explain different routes into further education and work; • discuss goals they could set to work towards their ambitions; • understand the different roles within a team; • discuss challenges many people face and how some people overcome these.
Some pupils should be able to:	<ul style="list-style-type: none"> • understand how to use the knowledge of their learning style to further their learning; • discuss the impact a growth mindset can have on achieving our goals; • understand that our goals can change and explain why this might happen; • appreciate the importance of seizing opportunities; • explain the impact of stereotypes and why they need to be challenged; • consider ways in which their interests and skills match a future job interest and how to develop these further; • apply core skills when working within a team; • identify limitations to achieving goals and discuss how challenges can be overcome.




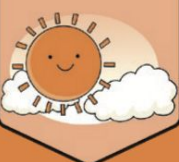
Key Vocabulary

Skills
 Opportunity
 Barrier
 Positivity
 Effort
 Job
 Ambition
 Qualifications
 Gender
 Stereotype
 Challenge
 Goal
 Career
 Success
 Achievements
 Learn
 Motivation
 Equality
 Aspirations
 Inspiration



PSHE Association Coverage

PSHE and Citizenship UKS2

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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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 different	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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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	Growing Up	It's My Body	Safety First	Think Positive
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
Cg. what democracy is, and about the basic institutions that support it locally and nationally;	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6