



Harbertonford C of E Primary

PSHE Curriculum Plan Years EYFS-6



Intent

Our PSHE scheme of work aims to equip children with essential skills for life; the knowledge, skills and attributes they need to protect and enhance their wellbeing. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. PSHE is a vital tool in preparing children for life in society now and in the future. The lessons have their foundations in seeing each and everybody's value in society, from appreciation of others to promoting strong and positive views of self.

Children are given the tools to value and enjoy the community that they live in and recognise and respect the views of those around them, reflecting on what that means to them. We encourage children to think about who they aspire to be; through exploring the schools' Christian values, the British Values, life skills and aspirations. Mental health and mindfulness alongside spiritual, moral, social and cultural development (SMSC) play a key role in enabling children to thrive and reach their potential.

PSHE encompasses a wide range of subjects, all which allow children to become confident independent and invested citizens for the future.

Implementation

The scheme of work is taught in thematic units; Health and Wellbeing, Relationships and Living in the Wider World. It is taught on a two-year cycle which enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding. The units are delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. We also use external providers such as the NSPCC, the Fire Service and CAP to deliver workshops. The intent of our PSHE curriculum is to prepare our children for life outside of the classroom and to help them build skills which will allow them to protect and keep themselves safe in the wider community. We strive to help pupils build their confidence, resilience and self-esteem through developing an understanding of themselves and others.

Statutory Guidance

The Department for Education's statutory Relationships, Sex and Health Education guidance states that by the end of primary school, pupils should know:

Relationships education

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.

Health education

Mental wellbeing:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness:

- characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals. H2 H6
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Progressive curriculum plan

EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, social and emotional development

Making relationships:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness:

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical development

Health and self-care:

Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the world

People and communities/The world:

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and difference between themselves and others, and among families, communities and traditions.

Health and Wellbeing – Healthy lifestyles (physical wellbeing)

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about what keeping healthy means; different ways to keep healthy about foods that support good health and the risks of eating too much sugar about how physical activity helps us to stay healthy; and ways to be physically active everyday about why sleep is important and different ways to rest and relax simple hygiene routines that can stop germs from spreading that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health how to keep safe in the sun and protect skin from sun damage about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV about the people who help us to stay physically healthy 	<p>Children learn:</p> <ul style="list-style-type: none"> how to make informed decisions about health about the elements of a balanced, healthy lifestyle about choices that support a healthy lifestyle, and recognise what might influence these how to recognise that habits can have both positive and negative effects on a healthy lifestyle about what good physical health means; how to recognise early signs of physical illness 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 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 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 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 how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed about different feelings that humans can experience how to recognise and name different feelings how feelings can affect people's bodies and how they behave how to recognise what others might be feeling to recognise that not everyone feels the same at the same time, or feels the same about the same things about ways of sharing feelings; a range of words to describe feelings about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Health and Wellbeing – Mental health

KS1

Children learn:

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- 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
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

KS2

Children learn:

- that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- 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
- to recognise that feelings can change over time and range in intensity
- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- 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
- about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Health and Wellbeing – Ourselves, growing and changing

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> to recognise what makes them special to recognise the ways in which we are all unique to identify what they are good at, what they like and dislike how to manage when finding things difficult to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about growing and changing from young to old and how people's needs change about preparing to move to a new class/year group 	<p>Children learn:</p> <ul style="list-style-type: none"> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) that for some people gender identity does not correspond with their biological sex to recognise their individuality and personal qualities to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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) about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 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 about where to get more information, help and advice about growing and changing, especially about puberty about the new opportunities and responsibilities that increasing independence may bring strategies to manage transitions between classes and key stages

Health and Wellbeing – Keeping safe

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about rules and age restrictions that keep us safe to recognise risk in simple everyday situations and what action to take to minimise harm about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) that household products (including medicines) can be harmful if not used correctly 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 about the people whose job it is to help keep us safe 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 about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say) 	<p>Children learn:</p> <ul style="list-style-type: none"> 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 how to predict, assess and manage risk in different situations 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 about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 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 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 about what is meant by first aid; basic techniques for dealing with common injuries 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 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

Health and Wellbeing – Drugs, alcohol and tobacco

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about things that people can put into their body or on their skin; how these can affect how people feel 	<p>Children learn:</p> <ul style="list-style-type: none"> 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 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 about why people choose to use or not use drugs (including nicotine, alcohol and medicines) about the mixed messages in the media about drugs, including alcohol and smoking/vaping 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

Relationships – Families and close positive relationships

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives to identify the people who love and care for them and what they do to help them feel cared for about different types of families including those that may be different to their own to identify common features of family life that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried about how people make friends and what makes a good friendship about how to recognise when they or someone else feels lonely and what to do simple strategies to resolve arguments between friends positively how to ask for help if a friendship is making them feel unhappy 	<p>Children learn:</p> <ul style="list-style-type: none"> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 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 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 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 that a feature of positive family life is caring relationships; about the different ways in which people care for one another 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 to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 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 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 the importance of seeking support if feeling lonely or excluded that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others how friendships can change over time, about making new friends and the benefits of having different types of friends that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 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

Relationships – Managing hurtful behaviour and bullying

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying 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 to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private that sometimes people may behave differently online, including by pretending to be someone they are not how to respond safely to adults they don't know about how to respond if physical contact makes them feel uncomfortable or unsafe about knowing there are situations when they should ask for permission and also when their permission should be sought about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard 	<p>Children learn:</p> <ul style="list-style-type: none"> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 about discrimination: what it means and how to challenge it about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) 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 how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact about seeking and giving permission (consent) in different situations 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 how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Relationships – Respecting self and others

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about what is kind and unkind behaviour, and how this can affect others about how to treat themselves and others with respect; how to be polite and courteous to recognise the ways in which they are the same and different to others how to listen to other people and play and work cooperatively how to talk about and share their opinions on things that matter to them 	<p>Children learn:</p> <ul style="list-style-type: none"> that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the wider world – Shared responsibilities

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about what rules are, why they are needed, and why different rules are needed for different situations how people and other living things have different needs; about the responsibilities of caring for them about things they can do to help look after their environment 	<p>Children learn:</p> <ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities 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 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)

Living in the wider world – Communities

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about the different groups they belong to about the different roles and responsibilities people have in their community to recognise the ways they are the same as, and different to, other people 	<p>Children learn:</p> <ul style="list-style-type: none"> about the different groups that make up their community; what living in a community means to value the different contributions that people and groups make to the community about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Living in the wider world – Media literacy and digital resilience

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> about how the internet and digital devices can be used safely to find things out and to communicate with others about the role of the internet in everyday life that not all information seen online is true 	<p>Children learn:</p> <ul style="list-style-type: none"> recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial purposes about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 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

Living in the wider world – Economic wellbeing: Money

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> what money is; forms that money comes in; that money comes from different sources that people make different choices about how to save and spend money about the difference between needs and wants; that sometimes people may not always be able to have the things they want that money needs to be looked after; different ways of doing this 	<p>Children learn:</p> <ul style="list-style-type: none"> about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants different ways to keep track of money about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe 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 to identify the ways that money can impact on people's feelings and emotions

Living in the wider world – Aspirations, work and career

KS1	KS2
<p>Children learn:</p> <ul style="list-style-type: none"> that everyone has different strengths that jobs help people to earn money to pay for things different jobs that people they know or people who work in the community do about some of the strengths and interests someone might need to do different jobs 	<p>Children learn:</p> <ul style="list-style-type: none"> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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 about stereotypes in the workplace and that a person's career aspirations should not be limited by them 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) 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 about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation to identify the kind of job that they might like to do when they are older to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. The PSHE curriculum supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. It also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. All children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.