



## PSHRE Progression Plan

	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b> Building on prior learning
<b>Health and Wellbeing</b>	<p><b>Healthy lifestyles (physical wellbeing):</b></p> <ul style="list-style-type: none"> <li>- Learn to manage their needs, including: dressing, eating, drinking, washing and toileting</li> <li>- Learn the importance of being healthy including: physical activity, diet and sleep.</li> </ul> <p><b>Mental health:</b></p> <ul style="list-style-type: none"> <li>- Name different feelings and recognise them in themselves and others</li> <li>- Begin to understand that mental health is something they can influence through their actions</li> </ul> <p><b>Ourselves, growing and changing:</b></p> <ul style="list-style-type: none"> <li>- Identify and demonstrate basic character virtues</li> <li>- Understand that everyone is different and special</li> <li>- Recognise that differences should be celebrated</li> </ul> <p><b>Keeping safe:</b></p> <ul style="list-style-type: none"> <li>- Know about the people whose job it is to help keep us safe</li> </ul>	<p><b>Healthy lifestyles (physical wellbeing):</b></p> <ul style="list-style-type: none"> <li>- Understand what keeping healthy means and know some different ways to keep healthy</li> <li>- Recognise foods that support good health and the risks of eating too much sugar</li> <li>- Understand how physical activity helps us to stay healthy and know some ways to be physically active</li> <li>- Understand that sleep is important and know some different ways to rest and relax</li> </ul> <p>Understand that simple hygiene routines can stop germs from spreading e.g. hand washing</p> <ul style="list-style-type: none"> <li>- Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>- Understand the importance of good dental care and visiting the dentist; know how to brush teeth correctly</li> <li>- Know some basic ways to keep safe in the sun and protect skin from sun damage</li> <li>- Learn about the people who help us to stay physically healthy</li> </ul> <p><b>Mental health:</b></p> <ul style="list-style-type: none"> <li>- Be able to recognise and name different feelings</li> <li>- Understand how feelings can affect people's bodies and how they behave</li> <li>- Learn how to recognise what others might be feeling</li> <li>- Recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>- Use a range of words to describe feelings</li> </ul>	<p><b>Healthy lifestyles (physical wellbeing):</b></p> <ul style="list-style-type: none"> <li>- Know how to make informed decisions about their health</li> <li>- Understand what makes a balanced, healthy lifestyle and why this is important</li> <li>- Recognise what constitutes a healthy diet; how to plan healthy meals and the risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>- Understand 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</li> <li>- Understand how sleep contributes to a healthy lifestyle; and the effects of lack of sleep on feelings, behaviour and ability to learn</li> <li>- Understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection</li> <li>- Recognise how medicines, when used responsibly, contribute to health</li> <li>- Know how to maintain good oral hygiene (including correct brushing and flossing);</li> <li>- Recognise 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)</li> <li>- Know how to keep safe from sun damage and sun/heat stroke</li> <li>- Realise different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> </ul>	<p><b>Healthy lifestyles (physical wellbeing):</b></p> <ul style="list-style-type: none"> <li>- Recognise choices that support a healthy lifestyle, and recognise what might influence these</li> <li>- Recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>- Realise 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</li> <li>- Understand 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</li> <li>- Realise how 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</li> <li>- Be aware of how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>- Recognise 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)</li> <li>- Recognise 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</li> </ul>

- Recognise things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- Recognise 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
- Recognise when they need help with feelings and that it is important to ask for help with feelings
- Identify feelings associated with change and loss (including death) and recognise what can help us to feel better

**Ourselves, growing and changing:**

- Recognise what makes them special
- Recognise the ways in which we are all unique
- Identify what they are good at, what they like and dislike
- Know how to manage when finding things difficult (linked to the Zones of Regulation)
- Know how to prepare to move to a new class/year group

**Keeping safe:**

- Know about rules and age restrictions that keep us safe about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- Realise that household products (including medicines) can be harmful if not used correctly
- Understand how to keep safe in familiar and unfamiliar environments (e.g. beach, park, swimming pool, on the street) and how to cross the road safely

- Recognise the benefits of the internet; the importance of balancing time online with other activities and know some strategies for managing time online

**Mental health:**

- Realise that mental health, just like physical health, is part of daily life; and understand the importance of taking care of mental health
- Learn 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
- Recognise that feelings can change over time and range in intensity
- Realise that everyday things can affect feelings and the importance of expressing our feelings
- Use different vocabulary to talk about feelings and understand how to express feelings in different ways
- Know some strategies to respond to different feelings
- Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- Recognise that anyone can experience mental ill health but that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- Learn more about change and loss, including death, and how these can affect feelings

**Ourselves, growing and changing:**

- Understand what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- Recognise their individuality and personal qualities

- Realise the benefits of the internet; the importance of balancing time online with other activities and strategies for managing time online
- Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

**Mental health:**

- Possess a varied vocabulary to use when talking about feelings and understand how to express feelings in different ways;
- Know some strategies to respond to feelings, including intense or conflicting feelings;
- Understand how to manage and respond to feelings appropriately and proportionately in different situations
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

**Ourselves, growing and changing:**

- Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- Recognise that for some people gender identity does not correspond with their biological sex
- Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking about growing and changing from young to old and how people's needs change

			<ul style="list-style-type: none"> <li>- Identify personal strengths, skills, achievements and interests</li> <li>- Learn how to manage setbacks/perceived failures</li> </ul> <p><b>Keeping safe:</b></p> <ul style="list-style-type: none"> <li>- Understand 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</li> <li>- Be aware of hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>- Realise the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>- Know some strategies for keeping safe in the local environment or unfamiliar places (water/road) and firework safety</li> <li>- Understand the 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</li> <li>- Know what to do if there is an accident and someone is hurt</li> <li>- Know how to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>- Recognise 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)</li> <li>- Realise how hygiene routines need to change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>- Learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born</li> <li>- Know where to get more information, help and advice about growing and changing, especially about puberty</li> <li>- Realise the new opportunities and responsibilities that increasing independence may bring</li> <li>- Develop strategies to manage transitions between classes and key stages</li> </ul> <p><b>Keeping safe:</b></p> <ul style="list-style-type: none"> <li>- Understand 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</li> <li>- Recognise how to predict, assess and manage risk in different situations 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</li> <li>- Know some strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and</li> </ul>
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				<p>firework safety; safe use of digital devices when out and about</p> <ul style="list-style-type: none"> <li>- Understand what is meant by first aid; basic techniques for dealing with common Injuries</li> <li>- Know 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</li> <li>- Recognise 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</li> <li>- Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>- Consider why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>- Be aware of the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>- Be aware of the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; and people they can talk to if they have concerns</li> </ul>
<b>Relationships</b>	<p><b>Families and close positive relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognise the people who love and care for them e.g. their own family members</li> <li>- Find out about the families of children in their class and recognise that they might be different from their own</li> <li>- Understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>- Understand the concept of a friend</li> <li>- Demonstrate some qualities of a good friend e.g. kindness</li> </ul>	<p><b>Families and close positive relationships:</b></p> <ul style="list-style-type: none"> <li>- Understand the roles that different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>- Identify the people who love and care for them and what they do to help them feel cared for</li> <li>- Find out about different types of families including those that may be different to their own</li> <li>- Identify common features of family life</li> <li>- Understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul>	<p><b>Families and close positive relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognise that there are different types of relationships (e.g. friendships, family relationships)</li> <li>- Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>- 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</li> </ul>	<p><b>Families and close positive relationships:</b></p> <ul style="list-style-type: none"> <li>- Understand 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</li> <li>- Realise that gender identity and sexual orientation are different</li> <li>- Recognise that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>- Know that forcing anyone to marry against their will is a crime; that help and support is available to people who</li> </ul>

	<p>- Know who to ask for help if a friendship is making them unhappy</p> <p><b>Managing hurtful behaviour and bullying:</b></p> <ul style="list-style-type: none"> <li>- Realise that the things we say and do can hurt others</li> <li>- Understand how people may feel if they experience hurtful behaviour</li> <li>- Realise that hurtful behaviour is not acceptable and understand the importance of telling a trusted adult</li> </ul> <p><b>Safe relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognise the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>- Learn how to respond safely to adults they don't know</li> <li>- Learn how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>- Know what to do if they feel unsafe or worried and know who they can ask for help</li> </ul> <p><b>Respecting yourself and others:</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of treating ourselves and each other with respect</li> <li>- Recognise the ways in which they are the same and different to others</li> <li>- Learn how to listen to other people and play cooperatively</li> </ul>	<p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>- Understand how people make friends and what makes a good friendship</li> <li>- Recognise when they or someone else feels lonely and what to do</li> <li>- Recognise some simple strategies to resolve arguments between friends positively</li> <li>- Know how to ask for help if a friendship is making them feel unhappy</li> </ul> <p><b>Managing hurtful behaviour and bullying:</b></p> <ul style="list-style-type: none"> <li>- Realise that bodies and feelings can be hurt by words and actions; that people can say hurtful things</li> <li>- Understand how people may feel if they experience hurtful behaviour or bullying</li> <li>- Realise that hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable and understand the importance of telling a trusted adult</li> </ul> <p><b>Safe relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>- Realise that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>- Know how to respond safely to adults they don't know</li> <li>- Know how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>- Know that there are situations when they should ask for permission and also when their permission should be sought</li> <li>- Understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>- Know what to do if they feel unsafe or worried for themselves or others; and know who they can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>- Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>- Recognise what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</li> <li>- 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</li> <li>- Realise the importance of seeking support if feeling lonely or excluded</li> <li>- Recognise that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>- Realise that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> </ul> <p><b>Managing hurtful behaviour and bullying:</b></p> <ul style="list-style-type: none"> <li>- Understand the impact of bullying and the consequences of hurtful behaviour</li> <li>- Know some strategies to respond to hurtful behaviour experienced or witnessed (including teasing, name-calling, bullying or the deliberate excluding of others); how to report concerns and get support</li> </ul>	<p>are worried about this for themselves or others</p> <ul style="list-style-type: none"> <li>- Recognise 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</li> <li>- Recognise other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other in times of difficulty</li> <li>- Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>- Develop some strategies for recognising and managing peer influence and a desire for peer approval in friendships</li> <li>- Recognise the effect of online actions on others</li> <li>- Recognise 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 relationships</li> <li>- Realise how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>- Be able 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</li> </ul> <p><b>Managing hurtful behaviour and bullying:</b></p> <ul style="list-style-type: none"> <li>- Understand the impact of bullying, including online, and the consequences of hurtful behaviour</li> <li>- Know different strategies to respond to hurtful behaviour experienced or witnessed, both offline and online (including trolling, harassment or the deliberate excluding of others) and</li> </ul>
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**Respecting yourself and others:**

- Understand what is kind and unkind behaviour, and how this can affect others
- Know how to treat themselves and others with respect
- Recognise the ways in which they are the same and different to others
- Learn how to listen to other people and play and work cooperatively
- Learn how to talk about and share their opinions on things that matter to them

- Learn about discrimination: what it means and how to challenge it (links to British Values & Rights and Responsibilities)

**Safe relationships:**

- Understand the importance of privacy and personal boundaries; what is appropriate in friendships and wider relationships
- Understand that someone may behave differently online, including pretending to be someone they are not, and the importance of reporting concerns
- Know 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
- Understand 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
- Know where to get advice and report concerns if worried about their own or someone else's personal safety
- Know some basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

**Respecting yourself and others:**

- Understand that personal behaviour can affect other people
- Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves
- Understand that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society
- Be aware of some strategies to improve or support courteous,

how to report concerns and get support

- Understand what discrimination means and how to challenge it (links to British Values & Rights and Responsibilities)

**Safe relationships:**

- Understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this about seeking and giving permission (consent) in different situations about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- Realise about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact;
- Know how to report concerns where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- Know some techniques for resisting pressure to do something they don't want to do and which may make them unsafe

**Respecting yourself and others:**

- Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online
- 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
- Know and apply strategies to improve or support courteous, respectful

			<p>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</p> <ul style="list-style-type: none"> <li>- Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>- Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>- Be able to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>
<p><b>Living in the wider world</b></p>	<p><b>Shared responsibilities:</b></p> <ul style="list-style-type: none"> <li>- Understand what our classroom rules are and why they are needed to keep everybody safe</li> <li>- Understand how we can care for living things in our environment</li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>- Understand that they belong to our school community</li> <li>- Understand the different jobs some people do in the local community e.g. work at local shops, police officers etc.</li> <li>- Recognise the ways they are the same as, and different to, other people</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Understand that digital devices can be used as part of everyday life</li> <li>- Identify digital devices used around school and at home</li> </ul> <p><b>Economic wellbeing: aspirations, work and career:</b></p> <ul style="list-style-type: none"> <li>- Identify different jobs that people they know (e.g. parents) and some of the people who work in the community do e.g. postal deliveries etc.</li> </ul>	<p><b>Shared responsibilities:</b></p> <ul style="list-style-type: none"> <li>- Understand what rules are and why they are needed for different situations</li> <li>- Recognise that people and other living things have different needs and the responsibilities of caring for them</li> <li>- Identify things they can do to help look after their environment</li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>- Identify the different groups they belong to</li> <li>- Understand the different roles and responsibilities people have in their community</li> <li>- Recognise the ways they are the same as, and different to, other people</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Recognise how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>- Find out about the role of the internet in everyday life</li> <li>- Realise that not all information seen online is true</li> </ul> <p><b>Economic wellbeing: aspirations, work and career:</b></p> <ul style="list-style-type: none"> <li>- Recognise that everyone has different strengths</li> <li>- Realise that jobs help people to earn money to pay for things</li> </ul>	<p><b>Shared responsibilities:</b></p> <ul style="list-style-type: none"> <li>- Recognise reasons for rules and laws and the possible consequences of not adhering to these</li> <li>- Recognise there are human rights, that are there to protect everyone</li> <li>- Recognise the relationship between rights and responsibilities</li> <li>- Realise the importance of having compassion towards others</li> <li>- Recognise the shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>- Identify ways of carrying out shared responsibilities for protecting the environment in school and at home</li> <li>- Recognise how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>- Learn about the different groups that make up their community; what living in a community means</li> <li>- Learn about diversity: what it means and the benefits of living in a diverse community about valuing diversity within communities</li> <li>- Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>- Learn about prejudice; how to recognise behaviours/actions which discriminate against others and ways</li> </ul>	<p><b>Shared responsibilities:</b></p> <ul style="list-style-type: none"> <li>- Recognise reasons for rules and laws and the different consequences of not adhering to rules and laws</li> <li>- Recognise that human rights are there to protect everyone</li> <li>- Understand the relationship between rights and responsibilities</li> <li>- Know how to demonstrate compassion towards others</li> <li>- Recognise the shared responsibilities we all have for caring for other people and living things; know how to show care and concern for others</li> <li>- Identify ways of carrying out shared responsibilities for protecting the environment in school and at home</li> <li>- Recognise how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>- Value the different contributions that people and groups make to the community</li> <li>- Understand what diversity means and the benefits of living in a diverse community about valuing diversity within communities</li> <li>- Understand what stereotypes are; how they can negatively influence behaviours and attitudes towards others and know some strategies for challenging stereotypes</li> <li>- Understand what prejudice is; know how to recognise behaviours/actions which discriminate against others and</li> </ul>

		<p>- Identify different jobs that people they know or people who work in the community do</p>	<p>of responding to it if witnessed or experienced</p> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Realise that not all online information is accurate and begin to understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>- Realise that connected devices can share information</li> <li>- Realise that text and images in the media and on social media can be manipulated or invented</li> </ul> <p><b>Economic wellbeing: aspirations, work and career:</b></p> <ul style="list-style-type: none"> <li>- Recognise positive things about themselves and their achievements</li> <li>- Set goals to help achieve personal outcomes</li> <li>- Recognise that there is a broad range of different jobs/careers that people can have</li> <li>- Realise that people often have more than one career/type of job during their life</li> <li>- Recognise gender stereotypes in the workplace</li> <li>- Recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> </ul>	<p>ways of responding to it if witnessed or experienced</p> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Recognise ways in which the internet and social media can be used both positively and negatively</li> <li>- Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>- Know some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>- Understand how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information</li> <li>- Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>- Understand how text and images in the media and on social media can be manipulated or invented and know some strategies to evaluate the reliability of sources and identify misinformation</li> </ul> <p><b>Economic wellbeing: aspirations, work and career:</b></p> <ul style="list-style-type: none"> <li>- Recognise positive things about themselves and their achievements</li> <li>- Set goals to help achieve personal outcomes for the future</li> <li>- Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>- Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>- Recognise that some jobs are paid more than others and money is one</li> </ul>
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				<p>factor which may influence a person's job or career choice and realise that people may choose to do voluntary work which is unpaid</p> <ul style="list-style-type: none"><li>- Identify transferable skills that will help them in their future careers e.g. teamwork, communication and negotiation</li><li>- Identify the kind of job that they might like to do when they are older</li><li>- Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li></ul>