



PSHE and RSE Progression Document Tushingham-with-Grindley CofE Primary School

At Tushingham with Grindley CofE Primary School we use the PSHE Association Programme of Study to plan learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Citizenship is taught within the PSHE programme and activities and experiences that breadth of opportunity for KS1 and KS2 are planned for with the understanding that whole school PSHE and citizenship education are essential components of education that help children develop their cultural capital . British Values underpin our learning about community and living in the wider world. We value the role of specialist organisations to deliver specialist teaching in PSHE, including first aid, personal safety and RSE. We also ensure the diverse society we live in is celebrated and respected through a variety of visits and exciting learning opportunities annually.

The programme of study covers all of the statutory requirements for KS1 and KS2, including content for the Relationships and Sex Education objectives. Please see PSHE and RSE Policies for further guidance on how this statutory content will be taught.

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
<p>1</p> <p>Roles of different people; families; feeling cared for</p> <p>People who care for them</p> <p>The role these people play in children’s lives and how they care for them</p>	<p>1</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>About situations when someone’s body or feelings might be hurt and whom to go to for help</p> <p>What it means to keep something private,</p>	<p>1.</p> <p>How behaviour affects others; being polite and respectful</p> <p>What kind and unkind behaviour means in and out of school</p> <p>How kind and unkind behaviour can make us feel</p>	<p>1</p> <p>What rules are; caring for others’ needs; looking after each other</p> <p>Examples of rules in different situations</p> <p>That different people have different needs</p> <p>How we care for people, animals and</p>	<p>1</p> <p>Using the internet and digital devices; communicating</p> <p>How and why people use the internet</p> <p>The benefits of using the internet and digital devices</p> <p>How people find</p>	<p>1</p> <p>Strengths and interests; jobs in the community</p> <p>That everyone has different strengths, in and out of school</p> <p>About how different strengths and interests are needed to do different jobs</p>	<p>1</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>What it means to be healthy and why it is important</p> <p>Ways to take care of ourselves on a daily basis</p>	<p>1</p> <p>Recognising what makes them unique and special; feelings; when things go wrong</p> <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>How to manage and who to tell when</p>	<p>1</p> <p>How rules and age restrictions help us’ keeping safe online</p> <p>How rules can help us keep safe</p> <p>Why some things have age restrictions</p> <p>Basic rules for keeping safe online</p>

	<p>What it means to be a family and how families are different</p> <p>About the importance of telling someone if they are worried about someone in their family</p>	<p>including parts of the body that are private</p> <p>Identify different types of touch and how they make people feel</p>	<p>What respect means</p> <p>About class rules, being polite to others, sharing and taking turns</p>	<p>other living things in different ways</p> <p>How they can look after the environment</p> <p>How to talk about and share their opinions on things that matter to them. Democracy in the school setting including VIVAS election</p>	<p>things out and communicate safely with others online</p>	<p>People whose job it is to help us in the community</p> <p>About different jobs and the work people do</p>	<p>About basis hygiene routines</p> <p>About healthy and unhealthy foods, including sugar intake</p> <p>About physical activity and how it keeps people healthy</p> <p>About different types of play, including balancing indoor, outdoor and screen-based play</p> <p>About people who can help them stay safe</p>	<p>finding things difficult</p> <p>How they are the same and different to others</p> <p>How feelings can affect how people behave</p>	<p>Whom to tell if they see something online that makes them feel unhappy, worried or scared</p>
	<p>2 Making friends; feeling lonely and getting help</p> <p>How to be a good friend</p> <p>About different ways people meet and make friends</p> <p>Strategies for positive play with friends</p> <p>What causes arguments between friends</p> <p>How to positively resolve arguments between friends</p> <p>How to recognise and ask for help when they are feeling lonely or</p>	<p>2 Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>How to recognise hurtful behaviour, including online</p> <p>What to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>About what bullying is and different types of bullying</p> <p>How someone may feel if they are being bullied</p> <p>About the difference between happy surprises and secrets</p>	<p>2 Recognising things common and differences; playing and working cooperatively; sharing opinions</p> <p>About the things they have in common with their friends, classmates, and other people</p> <p>How friends can have both similarities and differences</p> <p>How to play and work cooperatively in different groups and situations</p> <p>How to share their ideas and listen to others, take part in discussions and give reasons for their views</p>	<p>2 Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>About being part of different groups and the role they play in these groups including government and Houses of Parliament</p> <p>About different rights and responsibilities that they have in school and in the wider community</p> <p>About how a community can help people from different groups to feel included</p> <p>To recognise that they are all equal, and in</p>	<p>2 The internet in everyday life; online content and information</p> <p>The ways in which people can access the internet</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment</p> <p>That information online might not always be true</p>	<p>2 What money is; needs and wants; looking after money</p> <p>About what money is and the different forms and ways of paying for things</p> <p>How money can be kept and looked after</p> <p>About getting, keeping and spending money</p> <p>That people are paid money for the job they do</p> <p>How to recognise the difference between needs and wants</p> <p>How people make choices about</p>	<p>2 Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>About routines and habits for maintaining good physical and mental health</p> <p>Why sleep and rest are important for growing and keeping healthy</p> <p>That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>The importance of, and routines for, brushing teeth and visiting the dentist</p>	<p>2 Growing older; naming body parts; Moving class or year</p> <p>About the human life cycles and how people grow from young to old</p> <p>How our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external genitalia</p> <p>About change as people grow up, including new opportunities and responsibilities</p> <p>Preparing to move to</p>	<p>2 Safety in different environments; risk and safety at home; emergencies</p> <p>How to recognise risks in everyday situations e.</p> <p>How to keep themselves safe in familiar and unfamiliar environments</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>How to help keep themselves safe at</p>

	unhappy and to help somebody else	that make them feel uncomfortable or worried, and how to get help How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use		ways in which they are the same and different to others in the community Who is our local MP? What is an MP and what is an election?		spending money, including thinking about needs and wants	About food and drink that affect dental health How to describe and share a range of feelings Ways to feel good, calm down or change their mood How to manage bug feelings including those associated with change, loss and bereavement When and how to ask for help and to help others with their feelings keeping teeth healthy; managing feelings and asking for help	a new class and setting goals for next year	home in relation to electrical appliances, fire safety and medicines/household products About things that people can put into their body or onto their skin (medicines and creams) and how these can affect how people feel How to respond if there is an accident and someone is hurt About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999
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KS1 Citizenship Breadth of opportunities

During the key stage, pupils will be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

3	3	3	3	3	3	3	3	3
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster	What is appropriate to share with friends, classmates, family and wider social groups including online	To recognise respectful behaviours e.g. helping or including others, being responsible How to model	The reasons for rules and laws in wider society, including democracy The importance of	How the internet can be used positively for leisure, for school and for work To recognise that images and information	About jobs that people may have from different sectors e.g. teachers, business people, charity work That people can have more than one job at	About the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g.	That everyone is an individual and has unique and valuable contribution to make To recognise how strengths and	How to identify typical hazards at home and in school How to predict, assess and manage risk in everyday situations e.g.

	and adoptive parents That being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other About the different ways that people can care for each other To identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel uncomfortable	About what privacy and personal boundaries are, including online Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved About bullying online, and the similarities and differences to face-to-face bullying What to do and whom to tell if they see or experience bullying or hurtful	respectful behaviour in different situations e.g. at home, at school, online The importance of self-respect and their right to be treated respectfully by others What it means to treat others, and be treated, politely The ways in which people show respect and courtesy in different cultures and in wider society	abiding by the law and what might happen if rules and laws are broken What human rights are and how they protect people To identify basic examples of human rights including the rights of children About how they have rights and also responsibilities That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn What democracy is and what this looks like in Britain.	online can be altered or adapted and the reasons for why this happens Strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play or a website is appropriate for their age-group To make safe, reliable choices from search results How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	once or over their lifetime About common myths and gender stereotypes related to work To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM About some of the skills needed to do a job, such as teamwork and decision-making To recognise their interests, skills and achievements and how these might link to future jobs How to set goals that they would like to achieve this year e.g. learn a new hobby	in relation to food, exercise, sleep) What can help people to make healthy choices and what might negatively influence them The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally That regular exercise such as walking or cycling has positive benefits for their mental and physical health About the things that affect feelings both positively and negatively Strategies to identify and talk about feelings About some of the different ways people express feelings To recognise how feelings can change overtime and become more or less powerful	interests form part of a person's identity How to identify their own personal strengths and interests and what they are proud of (in school and out of school) To recognise common challenges to self-worth e.g. finding school work difficult and friendship issues Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	crossing the road, running in the playground, in the kitchen About fire safety at home including the need for smoke alarms The importance of following safety rules from parents and other adults How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
4	4	4	4	4	4	4	4	4	4
Positive friendships,	Responding to hurtful	Respecting differ	What makes a	How data is shared	Making decisions	Maintaining a bala	Physical and emot	Medicines and	

including online	behaviour; managing confidentiality; recognising risks online	ences and similarities; discussing difference sensitively	community; shared responsibilities	and used	about money; using and keeping money safe	nced lifestyle; oral hygiene and dental care	ional changes in puberty; external genitalia; personal hygiene routines; support with puberty	household products; Drugs common to everyday life
About the features of positive healthy friendships such as mutual respect, trust and sharing interests	To differentiate between playful teasing, hurtful behaviour and bullying, includingonline	To recognise differences between people such as gender, race, faith	The meaning and benefits of living in a community	That everything shared online has a digital footprint	How people make different spending decisions based on their budget, values and needs	To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally	How to identify external genitalia and reproductive organs	The importance of taking medicines correctly and using household products safely
Strategies to build positive friendships How to seek support with relationships if they feel lonely or excluded	How to respond if they witness or experience hurtful behaviour or bullying, including Online	To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations	To recognise that they belong to different communities as well as the school Community	That organisations can use personal information to encourage people to buy things	How to keep track of money and why it is important to know how much is being spent	What good physical health means and how to recognise early signs of physical illness	About the physical and emotional changes during puberty	To recognise what is meant by a 'drug'
How to communicate respectfully with friends when using digital devices	Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable	About the importance of respecting the differences and similarities between people	About the different groups that make up and contribute to a community	To recognise what online adverts look like	To compare content shared for factual purposes and for advertising	That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary	Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams	That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know	How to manage pressures associated with dares	Use vocabulary to sensitively discuss difference and include everyone	About the individuals and groups that help the local community, including through volunteering and work	Why people might choose to buy or not buy something online e.g. from seeing an advert	About different ways to pay for things such as cash, cards, e-payment and the reasons for using them	How to maintain oral hygiene and dental health, including how to brush and floss correctly	Strategies to manage the changes during puberty including menstruation	To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
What to do or whom to tell if they are worried about any contact online	When it is right to keep or break a confidence or share a secret		How to show compassion towards others in need and the shared responsibilities of caring for them	That search results are ordered based on the popularity of the website and that this can affect what information people access	That how people spend money can have positive or negative effects on others e.g. charities, single use plastics	The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	The importance of personal hygiene routines during puberty including washing regularly and using deodorant	To identify some of the risks associated with drugs common to everyday life
That friendships can change over time and the benefits of having new and different types of friends	How to recognise risks online such as harmful content or contact online		What liberty is and what this looks like in Britain with links to The International Children's Rights				How to discuss the challenges of puberty with a trusted adult	That for some people using drugs can become a habit which is difficult to break
	How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online						How to get information, help and advice about puberty	How to ask for help or advice

5	5	5	5	5	5	5	5	5	5
Managing friendships and peer influence What makes a healthy friendship and how they make people feel included	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	
<p>Strategies to help someone feel included</p> <p>About peer influence and how it can make people feel or behave</p> <p>The impact of the need for peer approval in different situations, including online</p> <p>Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>That it is common for friendships to experience challenges</p> <p>Strategies to positively resolve disputes and reconcile differences in friendships</p> <p>How to recognise if a friendship is making them feel unsafe worried or uncomfortable</p> <p>When and how to seek support in relation to friendships</p>	<p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>How to ask for, give and not give permission for physical contact</p> <p>How it feels in a person's mind and body when they are uncomfortable</p> <p>That it is never someone's fault if they have experienced unacceptable contact</p> <p>How to respond to unwanted or unacceptable physical contact</p> <p>That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>Whom to tell if they are concerned about unwanted physical</p>	<p>To recognise that everyone should be treated equally</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>What discrimination means and different types of discrimination e.g. racism, sexism, Homophobia</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment</p> <p>The impact of discrimination on individuals, groups and wider society</p> <p>Ways to safely</p>	<p>About how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it</p> <p>How to show compassion for the environment, animals and other living things</p> <p>About the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p> <p>What democracy is and the basic institutions that support it locally and nationally</p>	<p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>That some media and online content promote stereotypes</p> <p>How to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p> <p>How devices store and share information</p>	<p>To identify jobs that they might like to do in the future</p> <p>About the role ambition can play in achieving a future career</p> <p>How or why someone might choose a certain career</p> <p>About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>The importance of diversity and inclusion to promote people's career opportunities</p> <p>About stereotyping in the workplace, its impact and how to challenge it</p> <p>That there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>How sleep contributes to a healthy lifestyle</p> <p>Healthy sleep strategies and how to maintain them</p> <p>About the benefits of being outdoors and in the sun for physical and mental health</p> <p>How to manage risk in relation to sun exposure, including skin damage and heat Stroke</p> <p>How medicines can contribute to health and how allergies can be managed</p> <p>That some diseases can be prevented by vaccinations and immunisations</p> <p>That bacteria and viruses can affect health</p> <p>How they can prevent the spread of bacteria and viruses with everyday hygiene Routines</p> <p>To recognise the shared responsibility of keeping a clean environment</p>	<p>About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>That for some people their gender identity does not correspond with their biological Sex</p> <p>How to recognise, respect and express their individuality and personal qualities</p> <p>Ways to boost their mood and improve emotional wellbeing</p> <p>About the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>To identify when situations are becoming risky, unsafe or an emergency</p> <p>To identify occasions where they can help take responsibility for their own safety</p> <p>To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>How to deal with common injuries using basic first aid techniques</p> <p>How to respond in an emergency, including when and how to contact different emergency services</p>	

		contact	challenge discrimination How to report discrimination online																
6	Attraction to others; romantic relationships; civil partnerships and marriage	6	Recognising and managing pressure; Consent in different situations	6	Expressing opinions and respecting; Including discussing topical issues	6	Valuing diversity; challenging discrimination and stereotyping	6	Evaluating media sources; sharing things online	6	Influences and attitudes to money; Money and financial risks	6	What affects mental health and ways to take care of it; Managing change, loss and bereavement; managing time online	6	Human reproduction and birth; Increasing independence; managing transition	6	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media		
	What it means to be attracted to someone and different kinds of loving relationships	To compare the features of a healthy and unhealthy friendship	About the link between values and behaviour and how to be a positive role model	What prejudice means	About the benefits of safe internet use	About the role that money plays in people's lives, attitudes towards it and what influences decisions about money	That mental health is just as important as physical health and that both need looking after	To recognise some of the changes as they grow up	How to protect personal information online	That people who love each other can be of any gender, ethnicity or faith	About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong	How to discuss issues respectfully	How to recognise stereotypes in different contexts and the influence they have on attitudes and the understanding of different groups	How and why images online might be manipulated, altered or faked	How to recognise when images might have been altered	About value for money and how to judge if something is good value for money	To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support	About what being more independent might be like, including how it may feel	To identify potential risks of personal information being misused
	The difference between gender identity and sexual orientation and everyone's right to be loved and to flourish.	Strategies to respond to pressure from friends including online	How to listen to and respect other points of view	How to recognise stereotypes in different contexts and the influence they have on attitudes and the understanding of different groups	How to communicate through social media and some of the risks and challenges of doing this	How companies encourage customers to buy things and why it is important to be a critical consumer	How negative experiences such as being bullied or feeling lonely can affect mental Wellbeing	About the transition to secondary school and how this might affect their feelings	Strategies for dealing with requests for personal information or images of themselves	About the qualities of healthy relationships that help individuals flourish	How to assess the risk of different online 'challenges' and 'dares'	How to constructively challenge points of view they disagree with	How stereotypes are perpetuated and how to challenge this	How to recognise when images might have been altered	Why people choose to communicate through social media and some of the risks and challenges of doing this	How having money can impact on a person's emotions, health and wellbeing	How positive strategies for managing feelings	About how relationships may change as they grow up or move to secondary school	To identify types of images that are appropriate to share with others and those which might not be appropriate
	Ways in which couples show their love and commitment to one another, including those who are not married or who live apart	How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable	Ways to participate effectively in discussions online and manage conflict or disagreements	The role of local and national government including Parliament and the House of Lords	That social media sites have age restrictions and regulations for use	How having money can impact on a person's emotions, health and wellbeing	That there are situations when someone may experience mixed or conflicting feelings	Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school	That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be	What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults	How to get advice and report concerns about personal safety, including online	Ways to participate effectively in discussions online and manage conflict or disagreements	The role of local and national government including Parliament and the House of Lords	That social media sites have age restrictions and regulations for use	About common risks associated with money, including debt, fraud and gambling	How feelings can often be helpful, whilst recognising that they sometimes need to be overcome	How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the	What to do if they take, share	
					How online content can be designed to manipulate emotions	About sharing things online, including rules or laws relating to this	How feelings can often be helpful, whilst recognising that they sometimes need to be overcome	How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the	What to do if they take, share										

That people have the right to choose whom they marry or whether to get married

That to force anyone into marriage is illegal
How and where to report forced marriage or ask for help if they are worried
What consent means and how to seek and give/not give permission in different situations

How to recognise what is appropriate to share online

How to report inappropriate online content or contact

feelings that are not so good (most or all of the time) – help and support is available

Identify where they and others can ask for help and support with mental wellbeing in and outside school

The importance of asking for support from a trusted adult

About the changes that may occur in life including death, and how these can cause conflicting feelings

That changes can mean people experience feelings of loss or grief
About the process of grieving and how grief can be expressed

About strategies that can help someone cope with the feelings associated with change or loss

To identify how to ask for help and support with loss, grief or other aspects of change

How balancing time online with other activities helps to maintain their health and wellbeing

Strategies to manage time spent online

womb
About the responsibilities of being a parent or carer and how having a baby changes someone's life

or come across an image which may upset, hurt or embarrass them or others

How to report the misuse of personal information or sharing of upsetting content/ images online

About the different age rating systems for social media, T.V, films, games and online Gaming

Why age restrictions are important and how they help people make safe decisions about what to watch, use or play

About the risks and effects of different drugs

About the laws relating to drugs common to everyday life and illegal drugs

To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

About the organisations where people can get help and support concerning drug use

						and foster positive habits e.g. switching phone off at night		How to ask for help if they have concerns about drug use
						What to do and whom to tell if they are frightened or worried about something they have seen online		About mixed messages in the media relating to drug use and how they might influence opinions and decisions

KS2 Citizenship Breadth of opportunities

During the key stage, pupils will be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- c. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- d. make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);
- e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- f. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);
- g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);
- h. find information and advice (for example, through helplines; by understanding about welfare systems in society);
- i. prepare for change (for example, transferring to secondary school.)