

PSHE Association Mapping



PSHE Association's Programmes of Study content	SCARF lesson that supports the teaching and learning of this
KS2: Health and Wellbeing	
H1. How to make informed decisions about health.	<ul style="list-style-type: none"> • 3 Derek cooks dinner! (healthy eating) • Y3 Poorly Harold • Y4 Making choices • Y4 Raisin challenge (2) • Y5 Getting fit
H2. About the elements of a balanced, healthy lifestyle.	<ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Y3 Poorly Harold • Y4 Making choices • Y4 SCARF Hotel • Y5 Getting fit
H3. About choices that support a healthy lifestyle, and recognise what might influence these.	<ul style="list-style-type: none"> • Y3 Derek cooks dinner! (healthy eating) • Y3 Poorly Harold • Y4 Making choices • Y5 Getting fit
H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.	<ul style="list-style-type: none"> • Y3 Derek cooks dinner! (healthy eating) • Y3 Poorly Harold • Y4 Making choices • Y5 Getting fit • Y5 'Thinking' about habits
H5. About what good physical health means; how to recognise early signs of physical illness.	<ul style="list-style-type: none"> • Y4 SCARF Hotel
H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	<ul style="list-style-type: none"> • Y3 Derek cooks dinner! (healthy eating) • Y3 Poorly Harold • Y4 Making choices • Y4 SCARF Hotel • Y5 Getting fit
H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.	<ul style="list-style-type: none"> • Y4 SCARF Hotel
H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.	<ul style="list-style-type: none"> • Y3 Poorly Harold
H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.	<ul style="list-style-type: none"> • Y3 Help or harm? • Y4 Medicines: check the label • Y5 Drugs: true or false?
H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	<ul style="list-style-type: none"> • Y3 Helping each other to stay safe • Y4 Who helps us stay healthy and safe? • Y5 Independence and responsibility

H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.	<ul style="list-style-type: none"> • Y4 SCARF Hotel
H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.	<ul style="list-style-type: none"> • Y4 SCARF Hotel
H17. To recognise that feelings can change over time and range in intensity.	<ul style="list-style-type: none"> • Y3 My special pet • Y4 When feelings change • Y4 Different feelings • Y4 Moving house • Y4 An email from Harold! • Y5 How are they feeling? • Y5 Our emotional needs
H18. About everyday things that affect feelings and the importance of expressing feelings.	<ul style="list-style-type: none"> • Y3 My special pet • Y5 How are they feeling? • Y4 Different feelings • Y4 An email from Harold! • Y5 Our emotional needs
H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.	<ul style="list-style-type: none"> • Y5 How are they feeling? • Y4 Different feelings • Y4 An email from Harold! • Y5 Our emotional needs
H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.	<ul style="list-style-type: none"> • Y3 My special pet • Y5 How are they feeling? • Y4 Different feelings • Y4 An email from Harold! • Y5 Our emotional needs
H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	<ul style="list-style-type: none"> • Y3 My special pet • Y4 Moving house • Y5 Dear Hetty
H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	<ul style="list-style-type: none"> • Y5 How are they feeling? • Y4 An email from Harold! • Y5 Our emotional needs
H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y3 Top talents • Y4 What makes me ME!
H26. That for some people gender identity does not correspond with their biological sex.	<ul style="list-style-type: none"> • Y5 Is it true?
H27. To recognise their individuality and personal qualities.	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y3 Top talents • Y4 What makes me ME!

	<ul style="list-style-type: none"> • Y5 Star qualities?
H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	<ul style="list-style-type: none"> • Y3 Top talents • Y4 What makes me ME!
H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	<ul style="list-style-type: none"> • Y3 Top talents • Y4 Moving house • Y5 Different skills
H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.	<ul style="list-style-type: none"> • Y3 My changing body • Y4 All change! • Y5 Changing bodies and feelings
H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).	<ul style="list-style-type: none"> • Y3 My changing body • Y4 All change! • Y4 My feelings are all over the place! • Y5 Changing bodies and feelings • Y5 Growing up and changing bodies
H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	<ul style="list-style-type: none"> • Y3 My changing body • Y4 All change! • Y5 Growing up and changing bodies
H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.	<ul style="list-style-type: none"> • Y3 My changing body • Y4 All change! • Y5 Growing up and changing bodies
H34. About where to get more information, help and advice about growing and changing, especially about puberty.	<ul style="list-style-type: none"> • Y3 My changing body • Y5 Growing up and changing bodies
H35. About the new opportunities and responsibilities that increasing independence may bring.	<ul style="list-style-type: none"> • Y5 Independence and responsibility
H36. Strategies to manage transitions between classes and key stages.	<ul style="list-style-type: none"> • Y5 Changing bodies and feelings
H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.	<ul style="list-style-type: none"> • Y3 As a rule
H38. How to predict, assess and manage risk in different situations.	<ul style="list-style-type: none"> • Y3 The Risk Robot • Y3 Raisin challenge (1) • Y4 Keeping ourselves safe • Y5 Jay's dilemma • Y5 Would you risk it?
H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.	<ul style="list-style-type: none"> • Y5 Our emotional needs • Y3 The Risk Robot • Y3 Raisin challenge (1) • Y4 Keeping ourselves safe

	<ul style="list-style-type: none"> • Y5 Jay's dilemma • Y5 Would you risk it? • Y3 Dan's dare • Y3 Danger or risk? • Y4 Danger, risk or hazard? • Y5 Decision dilemmas • Y4 Know the norms • Y5 Drugs: true or false?
H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).	<ul style="list-style-type: none"> • Y3 Help or harm? • Y4 Medicines: check the label • Y5 Drugs: true or false? • Y6 Drugs: it's the law!
H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.	<ul style="list-style-type: none"> • Y3 The Risk Robot • Y3 Raisin challenge (1) • Y4 Keeping ourselves safe • Y4 Danger, risk or hazard? • Y5 Decision dilemmas
H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y5 Communication • Y5 Play, like, share
H43. About what is meant by first aid; basic techniques for dealing with common injuries.	<ul style="list-style-type: none"> • Y3 Basic first aid • Y4 Basic first aid • Y5 Basic first aid
H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	<ul style="list-style-type: none"> • Y3 Basic first aid • Y4 Basic first aid • Y5 Basic first aid
H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.	<ul style="list-style-type: none"> • Y5 Growing up and changing bodies
H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.	<ul style="list-style-type: none"> • Y5 Getting fit • Y5 'Thinking' about habits • Y5 Drugs: true or false? • Y5 Would you risk it? • Y4 Know the norms • Y3 Alcohol and cigarettes: the facts • Y5 Smoking: what is normal?
H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.	<ul style="list-style-type: none"> • Y3 Help or harm? • Y5 Drugs: true or false? • Y4 Know the norms • Y3 Alcohol and cigarettes: the facts
H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).	<ul style="list-style-type: none"> • Y5 Getting fit • Y4 Know the norms

	<ul style="list-style-type: none"> • Y5 Smoking: what is normal?
H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.	<ul style="list-style-type: none"> • Y4 Know the norms • Y5 Smoking: what is normal?
H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	<ul style="list-style-type: none"> • Y4 Know the norms
KS2: Relationships	
R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).	<ul style="list-style-type: none"> • Y3 Family and friends • Y4 Together • Y5 Qualities of friendship
R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.	<ul style="list-style-type: none"> • Y5 Is it true? • Y3 Family and friends • Y4 Together • Y5 Stop, start, stereotypes
R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.	<ul style="list-style-type: none"> • Y4 Together
R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.	<ul style="list-style-type: none"> • Y4 Together
R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.	<ul style="list-style-type: none"> • Y4 Together
R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.	<ul style="list-style-type: none"> • Y4 My feelings are all over the place! • Y3 Family and friends • Y4 Friend or acquaintance?
R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y4 My feelings are all over the place! • Y3 Family and friends • Y4 Together • Y5 The land of the Red People • Y4 Moving house • Y4 The people we share our world with • Y4 What would I do?
R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	<ul style="list-style-type: none"> • Y4 My feelings are all over the place! • Y3 Family and friends • Y3 I am fantastic! • Y3 Looking after our special people • Y4 Friend or acquaintance? • Y5 Taking notice of our feelings • Y5 Help! I'm a teenager - get me out of here!
R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	<ul style="list-style-type: none"> • Y4 My feelings are all over the place! • Y4 Secret or surprise? • Y5 Taking notice of our feelings

	<ul style="list-style-type: none"> • Y5 Growing up and changing bodies
R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	<ul style="list-style-type: none"> • Y3 Looking after our special people • Y3 Friends are special • Y3 Relationship Tree • Y4 Can you sort it? • Y4 Friend or acquaintance? • Y4 Together • Y5 Qualities of friendship • Y5 It could happen to anyone • Y5 How good a friend are you?
R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	<ul style="list-style-type: none"> • Y4 Making choices • Y4 An email from Harold! • Y3 Relationship Tree • Y3 Friends are special • Y3 Looking after our special people • Y4 Friend or acquaintance? • Y4 Ok or not ok? (part 2) • Y4 Ok or not ok? (part 1) • Y4 Can you sort it? • Y5 Qualities of friendship • Y5 How good a friend are you? • Y5 It could happen to anyone • Y5 Give and take • Y5 Being assertive • Y5 Relationship cake recipe
R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y5 Play, like, share
R13. The importance of seeking support if feeling lonely or excluded.	<ul style="list-style-type: none"> • Y4 An email from Harold! • Y3 How can we solve this problem? • Y4 Can you sort it? • Y5 Relationship cake recipe
R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.	<ul style="list-style-type: none"> • Y4 An email from Harold! • Y3 How can we solve this problem? • Y4 Can you sort it? • Y5 Relationship cake recipe
R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.	<ul style="list-style-type: none"> • Y4 How dare you! • Y5 Decision dilemmas • Y5 Smoking: what is normal? • Y5 Spot bullying
R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.	<ul style="list-style-type: none"> • Y3 Friends are special • Y4 Ok or not ok? (part 1) • Y4 Ok or not ok? (part 2) • Y5 Qualities of friendship • Y5 How good a friend are you?

	<ul style="list-style-type: none"> • Y3 Relationship Tree
<p>R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	<ul style="list-style-type: none"> • Y3 How can we solve this problem? • Y3 Friends are special • Y3 Relationship Tree • Y4 Ok or not ok? (part 1) • Y4 Ok or not ok? (part 2) • Y4 Can you sort it? • Y4 What would I do? • Y5 Qualities of friendship • Y5 How good a friend are you? • Y5 Relationship cake recipe
<p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<ul style="list-style-type: none"> • Y4 Keeping ourselves safe • Y3 Relationship Tree • Y4 What would I do? • Y4 Ok or not ok? (part 2) • Y4 Ok or not ok? (part 1) • Y5 Being assertive • Y5 Relationship cake recipe
<p>R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>	<ul style="list-style-type: none"> • Y5 Is it true? • Y4 Keeping ourselves safe • Y3 Zeb • Y4 What would I do? • Y4 Safety in numbers • Y4 How dare you! • Y4 Under pressure • Y5 Happy being me • Y5 Stop, start, stereotypes
<p>R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y5 Is it true? • Y4 Keeping ourselves safe • Y4 What would I do? • Y4 How dare you! • Y4 Safety in numbers • Y4 Under pressure • Y5 Happy being me • Y5 Stop, start, stereotypes
<p>R21. About discrimination: what it means and how to challenge it.</p>	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y5 Is it true? • Y4 Keeping ourselves safe • Y3 Zeb • Y4 What would I do? • Y4 Safety in numbers • Y4 How dare you! • Y4 Under pressure • Y5 Happy being me • Y5 Stop, start, stereotypes
<p>R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	<ul style="list-style-type: none"> • Y3 None of your business! • Y4 Secret or surprise? • Y6 Dear Ash

	<ul style="list-style-type: none"> • Y5 Ella's diary dilemma • Y5 Growing up and changing bodies
R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.	<ul style="list-style-type: none"> • Y3 None of your business! • Y4 Picture Wise • Y3 I am fantastic! • Y5 Play, like, share • Y5 Spot bullying
R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	<ul style="list-style-type: none"> • Y4 Danger, risk or hazard? • Y3 None of your business! • Y4 Secret or surprise? • Y5 Play, like, share • Y5 Spot bullying
R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.	<ul style="list-style-type: none"> • Y3 Body space • Y4 Secret or surprise? • Y4 Islands • Y5 Growing up and changing bodies • Y5 Taking notice of our feelings
R26. About seeking and giving permission (consent) in different situations.	<ul style="list-style-type: none"> • Y3 None of your business! • Y4 Islands • Y4 Secret or surprise? • Y5 Ella's diary dilemma • Y5 Growing up and changing bodies
R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.	<ul style="list-style-type: none"> • Y4 Secret or surprise? • Y6 Dear Ash • Y5 Ella's diary dilemma • Y5 Growing up and changing bodies
R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	<ul style="list-style-type: none"> • Y4 Raisin challenge (2) • Y5 Is it true? • Y3 Raisin challenge (1) • Y5 Would you risk it? • Y3 Dan's dare • Y3 None of your business! • Y3 Safe or unsafe? • Y4 How dare you! • Y4 Islands • Y4 Secret or surprise? • Y5 Play, like, share • Y5 Ella's diary dilemma • Y5 Taking notice of our feelings
R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	<ul style="list-style-type: none"> • Y3 None of your business! • Y3 Helping each other to stay safe • Y4 How dare you! • Y4 Who helps us stay healthy and safe? • Y5 Taking notice of our feelings • Y6 Dear Ash

<p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y5 Is it true? • Y3 None of your business! • Y3 Zeb • Y3 Relationship Tree • Y4 How do we make a difference? • Y5 Play, like, share • Y5 Communication • Y5 Spot bullying
<p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<ul style="list-style-type: none"> • Y4 What makes me ME! • Y4 Keeping ourselves safe • Y3 Respect and challenge • Y3 Thunks • Y4 How dare you! • Y5 Happy being me • Y5 Kind conversations
<p>R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y3 Respect and challenge • Y4 The people we share our world with • Y4 What would I do? • Y5 Happy being me • Y5 The land of the Red People
<p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<ul style="list-style-type: none"> • Y3 Respect and challenge • Y3 Thunks • Y4 The people we share our world with • Y4 What would I do? • Y5 Kind conversations
<p>R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	<ul style="list-style-type: none"> • Y3 Respect and challenge • Y3 Thunks • Y3 For or against? • Y4 In the news! • Y5 What's the story?
<p>KS2: Living in the Wider World</p>	
<p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<ul style="list-style-type: none"> • Y3 As a rule • Y4 How do we make a difference? • Y5 Local councils
<p>L2. To recognise there are human rights, that are there to protect everyone.</p>	<ul style="list-style-type: none"> • Y6 Captain Coram 1 - Gin Lane: children's rights in the 18th century • Y6 Captain Coram 2 - Thomas Coram and the Foundling Hospital • Y6 Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity • Y6 Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century • Y6 Captain Coram 6 - Coram today: children's rights in the 21st century

	<ul style="list-style-type: none"> • Y6 Captain Coram 5 - Life for Foundlings in the 20th century • NA Belonging - Lesson to support inclusion in school (Single session version) for Upper KS2 (Eng) P6-7 (Sco) • NA Belonging - Lessons to support inclusion in school (2 session version) for Upper KS2 (Eng) P6-7 (Sco)
L3. About the relationship between rights and responsibilities.	<ul style="list-style-type: none"> • Y3 Let's have a tidy up! • Y4 Logo quiz • Y5 Rights, responsibilities and duties
L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.	<ul style="list-style-type: none"> • Y3 Let's celebrate our differences • Y4 What makes me ME! • Y3 Zeb • Y3 Our friends and neighbours • Y3 For or against? • Y3 Thunks • Y3 How can we solve this problem? • Y3 Respect and challenge • Y4 The people we share our world with • Y5 Kind conversations • Y5 The land of the Red People
L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).	<ul style="list-style-type: none"> • Y3 Harold's environment project • Y4 Harold's Seven Rs • Y5 Mo makes a difference
L6. About the different groups that make up their community; what living in a community means.	<ul style="list-style-type: none"> • Y3 My community • Y4 My school community (1) • Y5 My school community (2)
L7. To value the different contributions that people and groups make to the community.	<ul style="list-style-type: none"> • Y3 My community • Y4 Volunteering is cool • Y3 Our helpful volunteers • Y4 My school community (1) • Y5 My school community (2) • Y5 Mo makes a difference
L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	<ul style="list-style-type: none"> • Y3 Family and friends • Y3 Zeb • Y3 Let's celebrate our differences • Y4 Friend or acquaintance? • Y4 What would I do? • Y4 What makes me ME! • Y4 The people we share our world with
L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	<ul style="list-style-type: none"> • Y3 Zeb • Y3 Family and friends • Y4 That is such a stereotype! • Y5 Stop, start, stereotypes

L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	<ul style="list-style-type: none"> • Y4 Raisin challenge (2) • Y3 Zeb
L11. Recognise ways in which the internet and social media can be used both positively and negatively.	<ul style="list-style-type: none"> • Y3 Super Searcher
L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 Recount task • Y6 I look great! • Y6 Two sides to every story • Y4 In the news! • Y4 That is such a stereotype! • Y5 Fact or opinion?
L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y5 Play, like, share
L16. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	<ul style="list-style-type: none"> • Y3 Super Searcher • Y3 None of your business! • Y4 Picture Wise • Y5 Is it true? • Y5 Play, like, share
L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.	<ul style="list-style-type: none"> • Y3 Can Harold afford it? • Y4 Harold's expenses • Y4 Why pay taxes? • Y5 Spending wisely • Y5 Lend us a fiver!
L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	<ul style="list-style-type: none"> • Y5 Spending wisely • Y4 Harold's expenses • Y3 Can Harold afford it?
L20. To recognise that people make spending decisions based on priorities, needs and wants.	<ul style="list-style-type: none"> • Y5 Spending wisely • Y4 Harold's expenses • Y4 Why pay taxes?
L21. Different ways to keep track of money.	<ul style="list-style-type: none"> • Y5 Lend us a fiver!
L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.	<ul style="list-style-type: none"> • Y5 Lend us a fiver!
L24. To identify the ways that money can impact on people's feelings and emotions.	<ul style="list-style-type: none"> • Y5 Lend us a fiver!
L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	<ul style="list-style-type: none"> • Y3 Earning money • Y3 I am fantastic!

<p>L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p>	<ul style="list-style-type: none"> • Y3 Earning money
<p>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<ul style="list-style-type: none"> • Y6 Boys will be boys? - challenging gender stereotypes
<p>L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>	<ul style="list-style-type: none"> • Y5 Different skills
<p>L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>	<ul style="list-style-type: none"> • Y3 Our helpful volunteers • Y4 Volunteering is cool • Y5 Mo makes a difference
<p>L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<ul style="list-style-type: none"> • Y3 Tangram team challenge • Y3 Respect and challenge • Y3 Getting on with your nerves! • Y3 Top talents • Y4 Human machines • Y5 Collaboration Challenge! • Y5 Different skills