

PSHE Curriculum INTENT

The PSHE curriculum at Nethergate intends to enable pupils to become happy and successful citizens by developing the knowledge, skills, and attributes they need to manage their lives, now and in the future. It supports children and young people to protect and enhance their wellbeing, staying healthy and safe, while preparing them for the opportunities, responsibilities, and experiences of adult life. It promotes the spiritual, moral, social, cultural, mental, and physical development of pupils, enabling them to make informed decisions about their wellbeing, health, and relationships and to build their independence.

The PSHE curriculum is influenced by the nature of our pupils' SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Relationships Education and RSE are particularly important subjects for our pupils due to their Social, Emotional and Mental Health needs and learning disabilities. Our content and teaching are tailored to meet the specific needs of our pupils at their different developmental stages. Issues are covered with sensitivity and are age-appropriate, developmentally appropriate and delivered with reference to the law.

Our curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

Pupils will learn to develop resilience, to know how and when to ask for help, and to know where to access support. Our PSHE curriculum will help support the development of important attributes in our pupils, such as honesty, kindness, tolerance, courtesy, and self-efficacy.

Nethergate uses the PSHE Association planning framework for SEND which is fully aligned with the [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from the Department for Education (DfE).

Long Term Plan for PSHE

	Informal	Semi-formal	Formal
Communication	<p>Pupils will be given the skills and opportunities to make choices and express their opinions using a range of photographs, symbols, gestures, and signs. They will be enabled to communicate yes, no, or maybe in response to a range of situations and scenarios. They will respond to adult modelling of how different people communicate with each other and learn specific vocabulary to support their learning in PSHE including the correct names for the main body parts, including genitalia. They will communicate their feelings using symbols, signs, photographs, or words, as appropriate. Visual aids will enable pupils to demonstrate the areas of their bodies that are private.</p>	<p>Pupils will develop key communication skills, vocabulary, strategies, and confidence to help them manage issues as and when they encounter them. They will be able to identify who to tell if they are unhappy or worried about something and be able to communicate an increasing range of feelings and opinions on subjects that are important to them. They will learn to ask and answer questions about issues of concern. They will describe or demonstrate how to say no to unwanted touching. They will be able to describe the difference between good secrets and secrets that may make them feel anxious, worried, or afraid.</p>	<p>Pupils will be given the time to discuss topics that they find particularly difficult through the use of a variety of distancing techniques. They will be able to identify their core strengths and skills and describe the personal strengths of others. They will demonstrate the ability to make decisions and express their needs, wants and preferences. Pupils will clearly articulate where they can find help and support. They will identify prejudice and discrimination and explain that it is unacceptable. Pupils will explain that there are laws about the legal age of consent and identify how others may try to manipulate or persuade them to do things they do not like. They will explain how to protect themselves from inappropriate or unwanted touching.</p>
Independence	<p>Pupils will independently engage with resources that support their understanding in PSHE. By manipulating artefacts, symbols and photographs they will demonstrate understanding of simple concepts. They will begin to independently sort, match and point to objects to make their views known. They will participate in simple hygiene and self-care routines, with increasing independence, using mirroring and other visual cues.</p>	<p>Pupils will be given support and encouragement to become as independent as possible and will celebrate the small steps they make towards this. They will describe the ways they can take care of others and themselves and identify and demonstrate some simple self-care techniques, including those needed at the onset of puberty. They will identify things they can do by themselves that could not do earlier and talk about things they still need adult help with.</p>	<p>Pupils will be prepared for the responsibilities, opportunities, and experiences of later life. They will be given skills to manage the 'difficult' moments in life so that they can become happy, healthy citizens who are able to participate in society. They will demonstrate a capacity to make independent decisions about diet, places they want to go and other aspects of independent living. They will take responsibility for personal hygiene and explain why this is particularly important during puberty.</p>

<p style="text-align: center;">Safety</p>	<p>Pupils will learn to recognise the difference between ‘public’ and ‘private’ behaviours. They will respond to visual representations of different rules that keep them safe and demonstrate simple ways to keep themselves safe around school, at home or in the community. They will respond to stimuli about asking for help and then show that they know what to say or do to communicate that help is required. Pupils will identify someone who can help them if they are worried or frightened.</p>	<p>Pupils will develop the understanding, skills, and attributes needed to lead to safe and healthy lives. They will demonstrate an awareness of their rights and responsibilities, including the right to be safe. They will show an understanding of public and private behaviours and differentiate between appropriate, inappropriate, and necessary touch. They will be able to name and describe safety rules for various scenarios, including online situations. They will identify ways to make it clear that they need help.</p>	<p>Pupils will acquire the skills, knowledge, and attributes they need to stay healthy, safe and thrive, now and in the future. They will demonstrate practical strategies for keeping safe online and be able to explain that no one has the right to make them share a photo or give information online. They will be able to recognise situations where they may feel pressurised into saying or doing something they do not want to. They will be able to articulate the difference between public and private behaviours. They will demonstrate the ability to say no and identify where to go and what to do if they need help in any situation.</p>
<p style="text-align: center;">Wellbeing</p>	<p>Pupils will respond with curiosity to stimuli about different emotions and begin to identify emotions in themselves and others. They will respond to stimuli about what it means to be healthy and identify foods they like to eat. They will respond with curiosity to sensory stimuli about ways we take care of our bodies and be able to demonstrate elements of self-care. They will be able to let someone know if they are feeling unwell, unhappy, or tired. They will show that they can care for each other, animals, and the environment. They will begin to understand that there are differences and similarities between people and families.</p>	<p>Pupils will recognise and describe an increasing range of feelings, including their effect on their bodies. They will develop positive relationships with those around them and demonstrate the importance of equality and respect. They will be connected to others and equipped with the information they need to develop healthy, nurturing relationships of all kinds. They will learn about what is acceptable and unacceptable behaviour in relationships. They will understand the changes that occur during puberty. They will describe how being part of a group makes them feel and be able to talk about different kinds of family groupings.</p>	<p>Pupils will be enabled to make informed choices to support the mental and physical wellbeing of themselves and those around them. They will be able to identify different types of intimate relationships including same-sex relationships. They will understand that they have the right to develop healthy, informed, safe and fulfilling relationships and that there are different types of relationships and family groupings. They will describe the changes that happen during puberty and identify reliable sources of advice on growing and changing. They will explain what seeking and giving or not giving consent means in relationships. They will recognise what sex means, what happens during sexual activity and know that the consequence of sex might include pregnancy and some STIs. They will have a knowledge of various forms of contraception. They will explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise, and emotional wellbeing.</p>

In PSHE, pupils will be expected to know, understand and apply the following by the end of each learning stage:

Informal	Semi-formal	Formal
<p>Self-Awareness Things we are good at (Encountering) Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. (Foundation) Describe ourselves — recognising that there is self and there are others</p>	<p>(Core) Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. (Development) Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.</p>	<p>(Enrichment) Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. (Enhancement) Identify things we can do for ourselves to help develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them. Personal strengths (Core KS3/4) Identify some of our own personal strengths and skills (things we are really good at or can do really well). (Development KS3/4) Demonstrate how to recognise and appreciate personal strengths in other people.</p>
<p>Self-Awareness Kind and unkind behaviours (Encountering) Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. (Foundation) Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong.</p>	<p>(Core) Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried, or upset. (Development) Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind.</p>	<p>(Enrichment) Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion). Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied. Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied. (Enhancement) Explain that all bullying is abusive and that some can be prejudice-based (e.g., because of someone's skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it. Identify different positive responses we can take towards unkind behaviour and bullying. Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying. Prejudice and discrimination (Core KS3/4)</p>

		<p>Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.</p> <p><u>(Development KS3/4)</u> Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p>
<p><u>Self-Awareness</u> Playing and working together <i>(Encountering)</i> Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of ‘good listening’.</p> <p><i>(Foundation)</i> Respond to ‘taking turns’ as modelled by both adults and peers. Demonstrate being alert and ready to listen. Demonstrate good listening and describe how to listen to other people. Describe times when we take turns in school.</p>	<p><i>(Core)</i> Identify reasons why it is important to listen to other people. Identify some actions/behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by ‘being fair’ to one another.</p> <p><i>(Development)</i> Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don’t wait for our turn.</p>	<p><i>(Enrichment)</i> Describe some ways of playing and working with others so that everyone feels happy and is able to do their best. Demonstrate working collaboratively towards shared goals. Recognise occasions when we have worked as a team or in a group to achieve something. Describe how to recognise if someone else has missed their ‘turn’; explain how this might make them feel; demonstrate how to resolve this.</p> <p><i>(Enhancement)</i> Explain why listening and respecting others’ points of view helps us to get on with others. Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team. Explain why ‘turn-taking’ can help everyone to feel included.</p> <p><u>Skills for learning</u> <i>(Core KS3/4)</i> Describe the particular ways we like to learn. Identify the difference between a short-term target and a long-term aspirational goal.</p> <p><i>(Development KS3/4)</i> Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short-term targets).</p>
<p><u>Self-Awareness</u> People who are special to us <i>(Encountering)</i></p>	<p><i>(Core)</i> Describe what makes our family, friends, teachers, carers special to us.</p>	<p><i>(Enrichment)</i></p>

<p>Respond with anticipation to stimuli depicting people who are special to us. (Foundation) Identify people who are special to us. Give some examples of ways we might let them know they are special to us. Recognise what is meant by 'family'.</p>	<p>(Development) Identify the people who make up our family. Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family. Identify whom to tell if something in our family life makes us unhappy or worried.</p>	<p>Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family. (Enhancement) Explain that if people we like do unkind things to us or our friends we do not have to tolerate it. Identify ways in which we can get help if people have been unkind to us or our friends. Describe ways in which families can be different.</p>
<p>Self-Awareness Getting on with others (Encountering) Respond to stimuli about different feelings we or others may experience. (Foundation) Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.</p>	<p>(Core) Describe ways in which friends, classmates, family members may disagree and fall out'. Demonstrate some ways of 'making up after a falling out.' (Development) Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.</p>	<p>(Enrichment) Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. (Enhancement) Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship. Explain that our feelings about other people can change and that this is okay. Identify kind ways of letting people know our feelings towards them have changed. Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. Managing pressure (Core KS3/4) <i>Explain what is meant by teasing, hurtful and bullying behaviour.</i> <i>Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us.</i> <i>Recognise what is meant by peer pressure and peer influence.</i> (Development KS3/4) <i>Identify some of the ways in which pressure might be put on us by other people, including online.</i> <i>Describe ways we might challenge peer pressure.</i> <i>Identify different types of bullying (including online) and what the impact of bullying might be.</i> <i>Identify strategies to help us if we are being bullied, including online.</i></p>

		Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.
<p>Self-Care, Support & Safety Taking care of ourselves (Encountering) Respond to stimuli about the people who look after us. (Foundation) Identify people who look after us and help us to take care of ourselves.</p>	<p>(Core) Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g., brushing teeth, washing hands, getting dressed etc.). (Development) Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.</p>	<p>(Enrichment) Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread. (Enhancement) Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important. Feeling unwell (Core KS3/4) Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell. (Development KS3/4) Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g., feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.</p>
<p>Self-Care, Support & Safety Keeping safe (Encountering) Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. (Foundation)</p>	<p>(Core) Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers, or friends. Explain how we know when we might need to ask for help.</p>	<p>(Enrichment) Identify some different responsibilities we may have to help keep ourselves and others safe. Identify when someone might need first aid because they are hurt/injured. Explain why it is important to persist with asking for help if our initial requests are not met or understood. (Enhancement)</p>

<p>Describe some simple ways we can help keep ourselves physically safe in school.</p>	<p>Identify people at home, school and in other settings who are responsible for helping us keep physically safe. (Development) Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads, and fire.</p>	<p><i>Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations when we might feel afraid. Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</i> Feeling frightened/worried (Core KS3/4) <i>Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</i> (Development KS3/4) <i>Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by ‘personal space’. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</i></p>
<p>Self-Care, Support & Safety Trust (Encountering) Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. (Foundation) Identify trusted adults in school. Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means.</p>	<p>(Core) Explain why ‘trust’ is not the same as ‘like’. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a ‘surprise’ and a ‘secret’. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid, or sad. Demonstrate how to ask for help or attract someone’s attention if something happens that makes us feel sad, worried or frightened.</p>	<p>(Enrichment) Describe ‘degrees of trust’ — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). Explain that if we don’t feel sure about sharing information or feel pressured, we don’t have to. Give examples of how others may put us under pressure to do something. Explain what a ‘dare’ is and what people might say or do if they are ‘daring’ us. Identify some basic strategies for saying ‘no’ to pressure or dares.</p>

<p>Identify someone who can help us if we are afraid or worried.</p>	<p>(Development) Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried, or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>	<p>Identify whom to tell in different situations and what we could say. (Enhancement) Give examples of when we might take back our trust if we feel someone no longer deserves it. Describe how we might feel if someone has dared us to do something. Explain or demonstrate strategies to resist pressure to behave in inappropriate ways. Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky. Accidents and risk (Core KS3/4) <i>Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).</i> <i>Identify some behaviours that might be risky.</i> (Development KS3/4) <i>Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</i> <i>Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.</i></p>
<p><u>Self-Care, Support & Safety</u> Keeping safe online (Encountering) Respond with curiosity to adult modelling of different ways that people communicate with each other. (Foundation) Describe some ways that we use to communicate, including online.</p>	<p>(Core) Demonstrate simple ways of communicating our choices to others. Give examples of how people might use technology to communicate with others. Identify some risks of communicating online. (Development) Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.</p>	<p>(Enrichment) Explain how other people's identity online can be different to what it actually is in real life. Explain how to respond if we're not sure if someone online is who they say they are. Identify some benefits of balancing time on electronic devices with other activities. (Enhancement) Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. Explain how what we post online might affect ourselves or others. Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. Identify basic rules for using social media, including age restrictions and why they exist.</p>

		<p>Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p> <p>Keeping safe online (Core KS3/4)</p> <p><i>Explain what is meant by social media and how people use social media.</i></p> <p><i>Recognise that not all information seen online is true.</i></p> <p><i>Explain how other people’s identity online can be different from what it actually is in real life.</i></p> <p>(Development KS3/4)</p> <p><i>Describe some ways in which social media can be used in a safe and positive way.</i></p> <p><i>Identify what we should do before we ‘like’, ‘forward’ or ‘share’ on social media and how this helps to keep us safe online.</i></p> <p><i>Identify some possible risks of using social media.</i></p> <p><i>Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</i></p>
<p>Self-Care, Support & Safety Emergency situations KS3/4 only</p>		<p>Emergency situations (Core KS3/4)</p> <p><i>Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).</i></p> <p><i>Explain how to report an accident in school.</i></p> <p><i>Identify examples of what is meant by an emergency.</i></p> <p><i>Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).</i></p> <p>(Development KS3/4)</p> <p><i>Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).</i></p>
<p>Self-Care, Support & Safety Gambling KS3/4 only</p>		<p>Gambling (Core KS3/4)</p> <p><i>Explain what is meant by the term ‘gambling’ and identify places and ways this might take place.</i></p> <p><i>Identify what it means to ‘win’ or ‘lose’ in relation to gambling.</i></p> <p>(Development KS3/4)</p> <p><i>Give some reasons why people might choose to gamble.</i></p>

		<p><i>Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.</i></p>
<p><u>Self-Care, Support & Safety</u> Public & private (Encountering) Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own. (Foundation) Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public. Explain that we have a right to keep our bodies private.</p>	<p>(Core) Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/situations which we or others would expect to be 'private'. Give simple examples of some things we might do in private but never in public. (Development) Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.</p>	<p>(Enrichment) Describe how we might feel if our personal belongings are lost or damaged. Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings. Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others. (Enhancement) Demonstrate ways to give and not give permission when asked to lend belongings. Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. Explain what we can do/say or whom we can tell if someone does not respect our privacy, or they share something with us that makes us feel uncomfortable. Explain why we should tell a trusted adult even if someone has told us not to. (Core KS3/4) <i>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</i> <i>Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</i> <i>Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</i> (Development KS3/4) <i>Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</i> <i>Identify what is appropriate and inappropriate to share online.</i> <i>Identify trusted adults who can help us if someone tries to pressurise us online.</i></p>

		<p><i>Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</i></p>
<p>Managing Feelings Identifying and expressing feelings (Encountering) Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. (Foundation) Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened.</p>	<p>(Core) Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. (Development) Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>	<p>(Enrichment) Demonstrate vocabulary/communication skills for expressing the intensity of a feeling. (Enhancement) Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). Self-esteem and unkind comments (Core KS3/4) <i>Identify things we can do which help us to feel good about ourselves.</i> (Development KS3/4) <i>Identify things that we may say or do that could affect how we or others feel about us.</i> <i>Identify things that others may say or do that could affect how we feel about ourselves.</i></p>
<p>Managing Feelings Managing strong feelings (Encountering) Respond to stimuli about some of the different ways we can communicate our feelings and needs to others. (Foundation) Identify some different ways of communicating feelings and needs to others.</p>	<p>(Core) Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset. (Development) Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p>(Enrichment) Give simple reasons why it is important that others know how we are feeling. Describe some simple ways we can help others to feel better if they are feeling sad or upset. Explain how rest and spending time doing things we enjoy can help to make us feel happy. (Enhancement) Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. Describe or demonstrate how to respond appropriately to others' feelings. Strong feelings (Core KS3/4) <i>Recognise when others may be feeling happy or unhappy from their facial expression and body language.</i> <i>Describe strong emotions (e.g., anger, fear, frustration, excitement, anxiety, jealousy).</i> (Development KS3/4) <i>Give examples of when we might feel strong emotions.</i> <i>Describe some simple strategies we can use to feel and stay happy.</i></p>

		<p><i>Identify how we can help others who may be feeling unhappy.</i> <i>Identify whom to ask or tell if we are feeling unhappy and/or need help.</i></p> <p>Romantic feelings and sexual attraction (Core KS3/4) <i>Describe the difference between 'liking' someone and 'fancying' someone.</i> (Development KS3/4) <i>Explain how part of growing up might be to experience strong feelings about people we like or fancy.</i></p>
<p>Changing and Growing Baby to adult (Encountering) Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. (Foundation) Identify some of the differences between a baby, child and adult.</p>	<p>(Core) Describe how our needs have changed since we were a baby. (Development) Describe some of the things we can do now that we couldn't do when we were younger.</p>	<p>(Enrichment) Identify stages of the human life cycle. (Enhancement) Explain how the needs of babies, children, adults and older people differ.</p>
<p>Changing and Growing Changes at puberty (Encountering) Respond with curiosity to adult prompting of the names for body parts and changes of puberty. (Foundation) Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</p>	<p>(Core) Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing. (Development) Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p>	<p>(Enrichment) Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. (Enhancement) Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing. Puberty (Core KS3/4) <i>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</i> <i>Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</i> <i>Explain why puberty happens.</i> (Development KS3/4)</p>

		<p><i>Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</i></p>
<p>Changing and Growing Dealing with touch (Encountering) Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. (Foundation) Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p>	<p>(Core) Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people’s bodies and to ask for permission before we touch them. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. (Development) Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don’t like it or want it. Identify trusted adults we can tell.</p>	<p>(Enrichment) Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching. Explain how we can respect other people’s right to protect their bodies from inappropriate/ unwanted touching. Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. (Enhancement) Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary. Identify someone we could safely go to for help if we are worried about ourselves or someone else. Intimate relationships, consent, and contraception (Core KS3/4) <i>Identify different types of intimate relationships including same-sex relationships.</i> <i>Describe how strong emotions (including sexual attraction) might make people feel.</i> <i>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable with and demonstrate how we might do this.</i> <i>Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</i> <i>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</i> <i>Explain the difference between appropriate and inappropriate relationship behaviours in public places.</i> (Development KS3/4) Define what intimacy means. Identify readiness (emotional, physical and social) for a relationship that may include sex.</p>

		<p>Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.</p> <p>Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p>Identify where and how to obtain condoms and describe how to use them safely.</p> <p>Identify sources of support with relationships and sex.</p>
<p>Changing and Growing</p> <p>Different types of relationships</p> <p>(Encountering)</p> <p>Respond to stimuli about some of the different kinds of relationships there are within families.</p> <p>(Foundation)</p> <p>Give examples of different types of relationships.</p> <p>Identify the people who make up our family.</p>	<p>(Core)</p> <p>Identify different types of family.</p> <p>Recognise others' families in school may be different from their family.</p> <p>(Development)</p> <p>Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p> <p>Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>	<p>(Enrichment)</p> <p>Recognise that two people in a long-term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p> <p>Recognise that two people who love and care for one another may or may not have children.</p> <p>Identify some of the roles and responsibilities of parents and carers.</p> <p>(Enhancement)</p> <p>Explain the features of a healthy and positive friendship or family relationship.</p> <p>Identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p> <p>Friendship</p> <p>(Core KS3/4)</p> <p><i>Identify occasions when we might need the support of friends.</i></p> <p><i>Give examples of how we can show support to our friends.</i></p> <p><i>Describe how we can let friends know that we need their help and support</i></p>

(Development KS3/4)

Identify occasions when our friends might need our support.

Explain that we might disagree with someone and still be friends.

Demonstrate ways to manage friendship disagreements restoratively.

Recognise that friends do not always know what is best for each other.

Healthy and unhealthy relationship behaviour

(Enrichment)

Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests).

Describe the positive qualities people bring to relationships (e.g., kindness, support, being able to compromise, listening, sharing feelings or worries).

(Enhancement)

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Long-term relationships/parenthood

(Core KS3/4)

Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.

Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.

Recognise that some relationships will end— meaning that a couple don't go out together or live together anymore.

Identify whom we can talk to if we're worried about relationships changing/ ending.

(Development KS3/4)

Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.

Identify some of the responsibilities of being a parent.

Recognise different ways a person can become pregnant, including assisted conception, donor conception.

		<p><i>Identify possible reasons why people might choose to adopt or foster children or young people.</i></p> <p><i>Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</i></p> <p><i>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</i></p>
<p>Healthy Lifestyles</p> <p>Healthy eating</p> <p>(Encountering)</p> <p>Respond to different stimuli about what it means to be 'healthy'.</p> <p>(Foundation)</p> <p>Identify foods that we like and dislike to eat.</p>	<p>(Core)</p> <p>Identify some examples of healthy foods.</p> <p>Identify some examples of foods that should only be eaten once in a while.</p> <p>(Development)</p> <p>Explain why some foods are healthier than others.</p> <p>Explain why we might need to eat foods we might not like very much.</p>	<p>(Enrichment)</p> <p>Explain what it means to eat a healthy, balanced diet.</p> <p>Give examples of occasions when we can make choices about the foods that we like to eat.</p> <p>Explain what can help us choose what to eat.</p> <p>Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).</p> <p>(Enhancement)</p> <p>Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.</p> <p>Identify some influences on our food choices, and when these might be positive or negative.</p> <p>Elements of a healthy lifestyle</p> <p>(Core KS3/4)</p> <p><i>Identify different ways that people can live a healthy lifestyle.</i></p> <p><i>Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).</i></p> <p>(Development KS3/4)</p> <p><i>Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</i></p> <p><i>Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</i></p> <p><i>Identify some simple strategies to help make positive choices about our health and wellbeing.</i></p> <p>Healthy eating</p> <p>(Core KS3/4)</p> <p><i>Describe our favourite foods and drinks and give reasons for our choices.</i></p> <p><i>Identify foods we can eat all the time which are good for us.</i></p>

		<p><i>Identify foods that should only be eaten occasionally.</i> (Development KS3/4) <i>Explain what we mean by a healthy, balanced diet.</i> <i>Explain what makes some foods better for our health than others.</i></p>
<p>Healthy Lifestyles Taking care of physical health (Encountering) Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. (Foundation) Demonstrate or communicate an example of taking care of our bodies (e.g., skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep.</p>	<p>(Core) Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. (Development) Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep.</p>	<p>(Enrichment) Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food, and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun. (Enhancement) Explain why it is important to take care of our bodies both now and in the future. Explain some things that can stop us sleeping well and suggest ways to manage these. Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing. Physical activity (Core KS3/4) Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity. (Development KS3/4) Describe some of the physical and mental health benefits of regular exercise. Body image (Core KS3/4) Describe our thoughts and feelings about how different bodies are portrayed in the media. (Development KS3/4) <i>Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.</i> <i>Explain why some people might want to change the way they look.</i> <i>Recognise what is meant by body image.</i></p>
<p>Healthy Lifestyles Keeping well (Encountering)</p>	<p>(Core) Explain what it means to be hurt, unwell, uncomfortable or in pain.</p>	<p>(Enrichment) Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our</p>

<p>Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.</p> <p>Respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p> <p>(Foundation)</p> <p>Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.</p> <p>Explain that, when we are hurt or unwell, we may have to go to bed, see a nurse or doctor, or go to the hospital.</p> <p>Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p>	<p>Identify medication that can help people to keep well; give examples of when this might be used.</p> <p>Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p> <p>Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.</p> <p>(Development)</p> <p>Identify some symptoms we may experience when we are not feeling well.</p> <p>Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.</p> <p>Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.</p> <p>Explain why we should never take someone else's medication.</p>	<p>friends).</p> <p>Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).</p> <p>Explain why we should not accept medicines/drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g., our parents/carers/trusted adults).</p> <p>Describe how smoking and drinking alcohol can affect people's health.</p> <p>Identify whom we can talk to if we are worried about health.</p> <p>(Enhancement)</p> <p>Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.</p> <p>Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).</p> <p>Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.</p> <p>Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance</p> <p>Mental wellbeing</p> <p>(Core KS3/4)</p> <p><i>Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</i></p> <p>(Development KS3/4)</p> <p><i>Explain the link between physical health and mental wellbeing.</i></p> <p><i>Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.</i></p> <p><i>Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g., self-harm or disordered eating).</i></p> <p>Medicinal drugs</p> <p>(Core KS3/4)</p> <p><i>Identify the difference between over-the-counter medicines and those prescribed by a doctor</i></p> <p>(Development KS3/4)</p>
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		<p><i>Identify some examples of over the counter medicines.</i></p> <p><i>Describe how medicines, when used responsibly can help us to take care of our health (e.g., painkillers when we have a headache).</i></p> <p>Drugs, alcohol, and tobacco (Core KS3/4)</p> <p><i>Identify some common legal drugs (e.g., nicotine and alcohol).</i></p> <p><i>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</i></p> <p><i>Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</i></p> <p><i>Recognise that most young people choose not to smoke/vape, drink alcohol, or use drugs.</i></p> <p>(Development KS3/4)</p> <p><i>Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.</i></p> <p><i>Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</i></p> <p><i>Identify how misusing substances/alcohol might impact on relationships.</i></p> <p><i>Identify when, why, and how to ask for help in relation to drugs and alcohol.</i></p>
<p>The World I Live In</p> <p>Respecting differences between people (Encountering)</p> <p>Respond to stimuli with awareness and curiosity about the physical differences between people.</p> <p>(Foundation)</p> <p>Identify simple differences and similarities between people.</p>	<p>(Core)</p> <p>Describe things that all people have in common.</p> <p>Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p> <p>(Development)</p> <p>Recognise that people who share one characteristic (e.g., race, religion, gender, or disability) are all different and unique.</p> <p>Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p>	<p>(Enrichment)</p> <p>Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p> <p>Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.</p> <p>(Enhancement)</p> <p>Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.</p> <p>Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.</p> <p>Diversity/rights and responsibilities</p>

		<p>(Core KS3/4) Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.</p> <p>(Development KS3/4) Recognise what we all have in common, despite differences (e.g., in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school.</p>
<p><u>The World I Live In</u> Jobs people do (Encountering) Respond to stimuli about the different jobs adults in school do. (Foundation) Identify some different jobs that people we know do.</p>	<p>(Core) Identify some of the ways in which different adults who work in school contribute to school life. (Development) Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.</p>	<p>(Enrichment) Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do. (Enhancement) Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs. Preparing for adulthood (Core KS3/4) Recognise that there are different ways of financing adult life and independent living (e.g., paid work, personal independence payments). Recognise that there are different types of employment e.g., paid/ unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do. (Development KS3/4) Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p>

<p><u>The World I Live In</u> Rules and laws (Encountering) Respond to stimuli or adult modelling about the things we are allowed to do in school. (Foundation) Give some simple examples of things we are allowed/not allowed to do in school (rules).</p>	<p>(Core) Explain how rules help us; rules we have in the classroom and at home. (Development) Identify particular rules in school that help to keep us safe and how they do this.</p>	<p>(Enrichment) Explain how rules and laws help us to live and work with other people outside of school. (Enhancement) Identify what might happen if we did not have rules and laws or if people ignored them.</p>
<p><u>The World I Live In</u> Managing information online (KS3/4 only)</p>		<p>Managing information online (Core KS3/4) <i>Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</i> (Development KS3/4) <i>Describe simple steps to take to check if something we see online is trustworthy. Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.</i></p>
<p><u>The World I Live In</u> Taking care of the environment (Encountering) Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them. (Foundation) Identify simple ways in which we may take care of people and/or animals.</p>	<p>(Core) Give reasons why it is important to take care of people, animals and all living things. (Development) Describe our own home and explain how we and family members may take care of it.</p>	<p>(Enrichment) Explain how we can take care of our school environment. Explain the importance of routines in taking care of people or pets. (Enhancement) Explain what might happen if the wider environment is not taken care of (e.g., litter, graffiti, vandalism, pollution). Taking care of the environment (Core KS3/4) Recognise different ways of showing compassion to other living things (e.g., wildlife, pets). (Development KS3/4) Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p>

<p><u>The World I Live In</u> Belonging to a community (Encountering) Respond to stimuli about the different groups we belong to (e.g., family, school, clubs, faith). (Foundation) Identify some different groups that we may belong to (e.g., family, school, clubs, faith).</p>	<p>(Core) Describe things we do in the groups we belong to. (Development) Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups.</p>	<p>(Enrichment) Describe what it means to be part of a community. Identify different groups that make up our community. (Enhancement) Describe what it means to be part of a community. Identify different groups that make up our community.</p>
<p><u>The World I Live In</u> Money (Encountering) Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money. (Foundation) Recognise money (e.g. coins and notes) and what it is used for. Identify items in shops that are sold for money (including online).</p>	<p>(Core) Identify places or situations where money is used to pay for things (e.g., shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g., coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe. (Development) Identify where we may get money from and for what reasons (e.g., presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes, and things we need to help us to live. Identify why some ways of keeping money safe might be better than others.</p>	<p>(Enrichment) Identify what is meant by a ‘need’ and a ‘want’ in relation to spending money. Give some simple examples of what might be a ‘need’ and a ‘want’. Explain what it means to save money and why we might do it. (Enhancement) Explain what is meant by the term ‘afford’ (in the context of money). Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us. Managing finances (Core KS3/4) <i>Describe different ways in which people might acquire money.</i> <i>Identify some ways that money can be kept safe.</i> <i>Explain how other people make things for us that we can’t make ourselves or provide us with services that we can’t do for ourselves.</i> (Development KS3/4) <i>Explain what is meant by earning, spending, and saving money.</i> <i>Identify some ways in which we are encouraged to spend money, including online.</i> <i>Describe the consequences of losing money or spending more than we have.</i></p>