

Widnes Academy



PSHE Progression Map

Objectives & Key Stages

PSHE is taught using the scheme ThoughtBox supporting the statutory guidance of Relationships & Health Education

ThoughtBox is a Triple Wellbeing Curriculum

Blue Highlighted Objectives are not statutory

Green Highlighted Objectives are statutory

Core Theme 1			
Health and Wellbeing			
Healthy Lifestyles (physical wellbeing)			
KS1		KS2	
Objective	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
H1. about what keeping healthy means; different ways to keep healthy	Happiness Food Habitats	H1. how to make informed decisions about health	Happiness
H2. about foods that support good health and the risks of eating too much sugar	Food	H2. about the elements of a balanced, healthy lifestyle	Food Happiness
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	Happiness Habitats	H3. about choices that support a healthy lifestyle, and recognise what might influence these	Happiness
H4. about why sleep is important and different ways to rest and relax	Happiness	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	Happiness Social media Identity Love & Relationships
H5. simple hygiene routines that can stop germs from spreading	Whole school priority – discussions ongoing in class	H5. about what good physical health means; how to recognise early signs of physical illness	PE
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		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.	Food
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	Year 1 Visitor	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	Happiness PE
H8. how to keep safe in	Whole school priority –	H8. about how sleep	Happiness

the sun and protect skin from sun damage	discussions in class in Summer term Year 1 link with science	contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Social media Happiness Identity	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	
H10. about the people who help us to stay physically healthy	Love & Relationships Happiness Groups & Gangs (not taught in cycle yet)	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	
		H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	Food
		H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	Whole school priority – Summer Term discussions
		H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	Social Media
		H14. how and when to seek support, including which adults to speak to in and outside school, if they	Love & Relationships

		are worried about their health	
Core Theme 1			
Health and Wellbeing Mental Health			
KS1		KS2	
Objective	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
H11. about different feelings that humans can experience	All topics Whole school – mental health week	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	Happiness Identity Love & Relationships Whole school – mental health week
H12. how to recognise and name different feelings	Happiness Identity Love & Relationships	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	Happiness Identity Love & Relationships Groups & Gangs (not taught in cycle yet)
H13. how feelings can affect people’s bodies and how they behave	Happiness Identity Love & Relationships	H17. to recognise that feelings can change over time and range in intensity	All topics
H14. how to recognise what others might be feeling	All topics	H18. about everyday things that affect feelings and the importance of expressing feelings	All topics
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	All topics Excluding – Identity Faith Global Cultures	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	All topics
H16. about ways of sharing feelings; a range of words to describe feelings	All topics	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	All topics Explicitly – Love & Relationships
H17. about things that help people feel good (e.g.	Happiness Love & Relationships	H21. to recognise warning signs about mental health	Happiness Identity

playing outside, doing things they enjoy, spending time with family, getting enough sleep)	Groups & Gangs (not taught in cycle yet)	and wellbeing and how to seek support for themselves and others	Love & Relationships Social Media
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	Happiness Identity Love & Relationships	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	Happiness Identity
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	All topics	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Faith & Spirituality Learning Mentor
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	Identity Love & Relationships Faith & Spirituality Groups & Gangs (not taught in cycle yet)	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	Happiness Identity Groups & Gangs (not taught in cycle yet)

Core Theme 1

Health and Wellbeing Ourselves, growing and changing

KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
H21. to recognise what makes them special	Identity Love & Relationships Groups & Gangs (not taught in cycle yet)	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	Global Cultures Happiness Identity Love & Relationships Faith & Spirituality
H22. to recognise the ways in which we are all unique	Happiness	H26. that for some people gender identity does not correspond with their biological sex	Identity
H23. to identify what they are good at, what they like and dislike	Happiness Identity	H27. to recognise their individuality and personal qualities	Happiness Identity
H24. how to manage when finding things difficult	Happiness Identity Love & Relationships	H28. to identify personal strengths, skills, achievements and interests and how these	All topics

		contribute to a sense of self-worth	
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	Science – Year 1	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	Happiness Identity Love & Relationships
H26. about growing and changing from young to old and how people's needs change	Love & Relationships	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	Science School Nurser visitor
H27. about preparing to move to a new class/year group	Whole school approach – changing year groups Nursery – Reception transition meetings Year 1 – transition meeting Year 6 – transitions to high schools	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)	Science School Nurser visitor
		H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	Science School Nurser visitor
		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 ¹	Science School Nurser visitor
		H34. about where to get more information, help and advice about growing and changing, especially about puberty	Science School Nurser visitor
		H35. about the new opportunities and responsibilities that increasing independence may bring	Identity Social Media Love & Relationships

		H36. strategies to manage transitions between classes and key stage	Whole school approach – changing year groups Nursery – Reception transition meetings Year 1 – transition meeting Year 6 – transitions to high schools
		<i>12 1 Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education. We have chosen not to teach this after parental survey and discussions with Headteacher</i>	

Core Theme 1

Health and Wellbeing
Keeping Safe

KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
H28. about rules and age restrictions that keep us safe	Social media ICT	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	Social Media
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	Twinkl topics	H38. how to predict, assess and manage risk in different situations	Safety Central – Year 5/6 trip
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	Year 2 – Great Fire of London Topic Fire Fighter visitor	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	Safety Central – Year 5/6 trip
H31. that household products (including medicines) can be harmful	Twinkl Topics	H40. about the importance of taking medicines correctly and	Safety Central – Year 5/6 trip

if not used correctly		using household products safely, (e.g. following instructions carefully)	
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	Twinkl Topics Junior Safety Officers	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	Safety Central – Year 5/6 trip
H33. about the people whose job it is to help keep us safe	Love & Relationships Whole School approach – discussions	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	Social Media Love & Relationships ICT
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Social Media ICT	H43. about what is meant by first aid; basic techniques for dealing with common injuries	St John Ambulance scheme
H35. about what to do if there is an accident and someone is hurt	Twinkl Topics	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	Safety Central – Year 5/6 trip
H36. how to get help in an emergency (how to dial 999 and what to say)	Twinkl Topics	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 ³	
Core Theme 1			
Health and Wellbeing Drugs, alcohol and tabaco			

NOT TAUGHT THROUGH THOUGHTBOX			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
H37. about things that people can put into their body or on their skin; how these can affect how people feel		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	School Nurse
		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	School Nurse
		H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	School Nurse
		H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	
		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 concern	

Core Theme 2			
Relationships Families and Close Positive Relationships			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	Love & relationships Faith & Spirituality Groups & Gangs (Not taught in cycle yet)	R1. to recognise that there are different types of relationships (e.g. friendships, family	Love & relationships

		relationships, romantic relationships, online relationships)	
R2. to identify the people who love and care for them and what they do to help them feel cared for	Love & relationships Faith & Spirituality Groups & Gangs (Not taught in cycle yet)	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	Love & Relationships
R3. about different types of families including those that may be different to their own	Love & relationships Faith & Spirituality Global Cultures Groups & Gangs (Not taught in cycle yet)	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	Stonewall
R4. to identify common features of family life	Love & Relationships	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	Stonewall
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Love & relationships Groups & Gangs (Not taught in cycle yet)	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	Love & Relationships
		R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	Love & Relationships Groups & Gangs (not taught in cycle yet)
		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	Love & Relationships Groups & Gangs (not taught in cycle yet)
		R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of	Love & Relationships Global Cultures Groups & Gangs (not taught in cycle yet)

		difficulty	
		R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	Love & Relationships Happiness Identity
Core Theme 2			
Relationships Friendships			
School also has a learning mentor who uses group work to develop friendships = circle of friends			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
R6. about how people make friends and what makes a good friendship	Love & Relationships Happiness Groups & Gangs (not taught in cycle yet)	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	Love & Relationships Identity Groups & Gangs (not taught in cycle yet)
R7. about how to recognise when they or someone else feels lonely and what to do	Identity Love & Relationships Happiness Groups & Gangs (not taught in cycle yet)	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	Love & Relationships Social Media Groups & Gangs (not taught in cycle yet)
R8. simple strategies to resolve arguments between friends positively	Love & Relationships Groups & Gangs (not taught in cycle yet)	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	Social Media Groups & Gangs (not taught in cycle yet)
R9. how to ask for help if a friendship is making them feel unhappy	Love & Relationships Social Media Groups & Gangs (not taught in cycle yet)	R13. the importance of seeking support if feeling lonely or excluded	Identity Groups & Gangs (not taught in cycle yet)
		R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	Love & Relationships Groups & Gangs (not taught in cycle yet)
		R15. strategies for recognising and managing peer influence and a desire for peer approval in	Love & Relationships Happiness Identity Groups & Gangs (not

		friendships; to recognise the effect of online actions on others	taught in cycle yet)
		R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	Love & Relationships Groups & Gangs (not taught in cycle yet)
		R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	Love & Relationships Groups & Gangs (not taught in cycle yet)
		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	Social Media ICT

Core Theme 2

Relationships

Managing hurtful behaviour and bullying

KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	Whole school approach Mental Health Week Anti-bullying week ICT	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	Social Media Love & Relationships Groups & Gangs (not taught in cycle yet) Whole school approach Mental Health Week Anti-bullying week ICT
R11. about how people may feel if they experience hurtful behaviour or bullying	Whole school approach Mental Health Week Anti-bullying week	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	Social Media Love & Relationships Identity Groups & Gangs (not taught in cycle yet) Whole school approach Mental Health Week Anti-bullying week ICT
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	Whole school approach Mental Health Week Anti-bullying week ICT	R21. about discrimination: what it means and how to challenge it	Global Cultures Faith & Spirituality Love & Relationships Identity Groups & Gangs (not taught in cycle yet) Diversity Week

Core Theme 2

Relationships Safe relationships			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Science – Year 1 PANTS – NSPCC	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	Social Media Groups & Gangs (not taught in cycle yet) ICT
R14. that sometimes people may behave differently online, including by pretending to be someone they are not	Social Media Groups & Gangs (not taught in cycle yet)	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	Social Media Identity ICT
R15. how to respond safely to adults they don't know	Whole school approach	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	Social Media ICT
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	Whole school approach Safety Officers	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	Whole school approach Safety Officers	R26. about seeking and giving permission (consent) in different situations	Social Media
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	Whole school approach Safety Officers	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	Whole School Approach
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Identity Love & Relationships Groups & Gangs (not taught in cycle yet)	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	Whole School Approach Safety Central Trip

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Love & Relationships Groups & Gangs (not taught in cycle yet)	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	Social Media ICT
Core Theme 2			
Relationships Respecting self and others			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
R21. about what is kind and unkind behaviour, and how this can affect others	Identity Kindness Love & Relationships	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	Kindness Identity Love & relationships Social Media Groups & Gangs (not taught in cycle yet)
R22. about how to treat themselves and others with respect; how to be polite and courteous	Kindness Global Cultures Groups & Gangs (not taught in cycle yet)	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	All topics Whole school approach
R23. to recognise the ways in which they are the same and different to others	Kindness Global Cultures Faith & Spirtulaity Groups & Gangs (not taught in cycle yet)	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	All topics Whole School Approach Diversity week Anti – bullying week
R24. how to listen to other people and play and work cooperatively	Love & Relationships Groups & Gangs (not taught in cycle yet) Whole school approach	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	All topics Global Cultures Diversity week Interfaith week Antibullying week
R25. how to talk about and share their opinions on things that matter to them	All topics Whole school approach	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge	All topics Global Cultures Diversity week Interfaith week Antibullying week

		those they disagree with	
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Core Theme 3			
Living in the Wider World			
Shared responsibilities			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
L1. about what rules are, why they are needed, and why different rules are needed for different situations	Global Cultures Faith & Spirituality Whole School approach Picture News – British Value/ Law	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	Whole School Approach Picture News – British Values
L2. how people and other living things have different needs; about the responsibilities of caring for them	Identity Love & Relationships Happiness	L2. to recognise there are human rights, that are there to protect everyone	Identity Journeys Home Picture News Diversity Week
L3. about things they can do to help look after their environment	All Topics Especially – Changing Climates Habitats Waste Food Clothes Water Whole School Approach Nature Club	L3. about the relationship between rights and responsibilities	Kindness Journeys Picture News
		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	All topics Picture News Whole School Approach
		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)	All topics Especially – Food Clothes Waste Habitats Water Changing Climate Picture News

Core Theme 3			
Living in the Wider World			
Communities			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/	Objectives	ThoughtBox Topics/ Cross Curricular Topics/

	Contextual visitors		Contextual visitors
L4. about the different groups they belong to	Groups & Gangs (not taught in cycle yet) Whole School Approach RE	L6. about the different groups that make up their community; what living in a community means	Journeys Home Faith & Spirituality Love & relationships Groups & Gangs (not taught in cycle yet) Whole School Approach
L5. about the different roles and responsibilities people have in their community	Love & Relationships Identity Groups & Gangs (not taught in cycle yet) Whole School Approach	L7. to value the different contributions that people and groups make to the community	All Topics Especially – Equality & Justice Global Cultures Identity Groups & Gangs (not taught in cycle yet) Whole School Approach
L6. to recognise the ways they are the same as, and different to, other people	All topics Especially – Love & Relationships Identity Global Cultures Faith & Spirituality Groups & Gangs (not taught in cycle yet) Whole School Approach Diversity Week RE	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	All Topics Especially – Equality & Justice Journeys Groups & Gangs (not taught in cycle yet) Whole School Approach RE Diversity Week
		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	All Topics Whole School Approach Diversity Week RE
		L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience	All Topics Especially – Journeys Faith & Spirituality Home Identity Global Cultures Groups & Gangs (not taught in cycle yet)
Core Theme 3			
Living in the Wider World			
Media literacy & digital resilience			
KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
L7. about how the internet and digital devices can be used safely to find things out and to communicate	Social Media ICT	L11. recognise ways in which the internet and social media can be used both positively and	Social Media ICT Whole School – Cross Curricular Links

with others		negatively	
L8. about the role of the internet in everyday life	Social Media ICT Whole School Approach	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	Social Media ICT Whole School – Cross Curricular Links
L9. that not all information seen online is true	Social Media ICT	L13. about some of the different ways information and data is shared and used online, including for commercial purposes	Social Media ICT Whole School – Cross Curricular Links
		L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	Social Media ICT Whole School – Cross Curricular Links
		L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Social Media ICT Whole School – Cross Curricular Links
		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	Social Media ICT Whole School – Cross Curricular Links

Core Theme 3

Living in the Wider World
Economic wellbeing: Money

KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
L10. what money is; forms that money comes in; that money comes from different sources	Happiness	L17. about the different ways to pay for things and the choices people have about this	Happiness
L11. that people make different choices about how to save and spend money	Happiness	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'	Happiness Global Cultures
L12. about the difference between needs and wants; that sometimes people may not always be	Happiness Global Cultures	L19. that people's spending decisions can affect others and the environment (e.g. Fair	All Topics Especially – Kindness Food

able to have the things they want		trade, buying single-use plastics, or giving to charity)	Clothes Waste Global Cultures
L13. that money needs to be looked after; different ways of doing this	Maths Links	L20. to recognise that people make spending decisions based on priorities, needs and wants	Global Cultures Happiness
		L21. different ways to keep track of money	Maths Links
		L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	
		L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	
		L24. to identify the ways that money can impact on people's feelings and emotions	Happiness

Core Theme 3

Living in the Wider World

Economic wellbeing: Aspirations, work and career

KS1		KS2	
Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors	Objectives	ThoughtBox Topics/ Cross Curricular Topics/ Contextual visitors
L14. that everyone has different strengths	All Topics Especially – Identity Happiness Equality & Justice Groups & Gangs (not taught in cycle yet)	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	Happiness Identity Year 6 visitor
L15. that jobs help people to earn money to pay for things		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	Happiness Identity Year 6 visitor
L16. different jobs that people they know or people who work in the community do		L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	Happiness Identity Year 6 visitor Diversity week
L17. about some of the strengths and interests someone might need to		L28. about what might influence people's decisions about a job or	Love & Relationships Identity Groups & Gangs (not

do different jobs		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)	taught in cycle yet)
		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	Year 6 Visitor
		L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	Year 6 Visitor
		L31. to identify the kind of job that they might like to do when they are older	Year 6 Visitor
		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	Year 6 Visitor