

# Personal Development Learning Journey

Personal, social, health, economic (PSHE) PSHE association' framework  
(Core themes: Health & wellbeing, relationships and living in the wider world) incl SMSC

Relationships, sex and health education (RSHE). Statutory guidance on RSE and health education and additional considerations personal to our setting

Rights respecting articles – Guidance from *unicef Rights Respecting Schools programme*. Confidence in discussing child rights, protective characteristics and societal tolerances  
incl SMSC

Citizenships (Vote for schools) – Empowering young voices, building oracy, confidence, and critical thinking. Coverage of PSHE, British Values, Prevent & the SMSC Curriculum (incl SMSC)

## Autumn term

## Spring term

## Summer term

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  
R18. about the concept of consent in maturing relationships  
R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online  
R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour  
R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple  
R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  
H15. the purpose of blood, organ and stem cell donation for individuals and society  
H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination  
H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds  
H18. the ways in which industries and advertising can influence health and

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Are protests necessary for change?  
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Should more people join in with religious celebrations?  
Has the pandemic made us more aware of disabilities?

H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)  
H27. specific STIs, their treatment and how to reduce the risk of transmission  
H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)  
H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services  
H30. healthy pregnancy and how lifestyle choices affect a developing foetus  
H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors  
H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

L9. to research, secure and take full advantage of any opportunities for work experience that are available  
L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities  
L11. the benefits and challenges of cultivating career opportunities online  
L12. strategies to manage their online presence and its impact on career opportunities  
H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities  
H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

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Are labels helpful for neurodiversity? Should all animals be treated the same?  
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R23. (follow up clinic) how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner  
R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support  
R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families  
R26. the reasons why people choose to adopt/foster children  
R27. about the current legal position on abortion and the range of beliefs and opinions about it

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures  
L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken  
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online  
H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)  
H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

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Will seeing more LGBT+ relationships help stop prejudice?  
Has there been positive change in schools since the protests of 2020?  
Should everyone deal with big emotions in the same way?

## Autumn term

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  
 R2. the role of pleasure in intimate relationships, including orgasms  
 R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary  
 R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships  
 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010  
 R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them  
 R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  
 R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback  
 H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this  
 H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this  
 H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

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## Spring term

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  
 R2. the role of pleasure in intimate relationships, including orgasms  
 R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary  
 R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

L1. to evaluate and further develop their study and employability skills  
 L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting  
 L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability  
 H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health  
 H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences  
 H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns  
 H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available  
 H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others  
 H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help  
 R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours  
 R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

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 Should all animals be treated the same?  
 Should the Homes for Ukraine programme help more refugees?

## Summer term

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010  
 R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them  
 R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  
 R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

R11. strategies to manage the strong emotions associated with the different stages of relationships  
 R12. to safely and responsibly manage changes in personal relationships including the ending of relationships  
 R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them  
 R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks  
 R15. the legal and ethical responsibilities people have in relation to online aspects of relationships  
 L4. about the range of opportunities available to them for career progression, including in education, training and employment  
 L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities  
 L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

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 Do we know enough about South Asian heritage?  
 Have children's interests been talked about this year?

## Autumn term

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help  
 R31. that intimate relationships should be pleasurable  
 H30. how to identify risk and manage personal safety in increasingly independent situations, including online  
 H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

L15. to assess and manage risk in relation to financial decisions that young people might make  
 L16. about values and attitudes relating to finance, including debt  
 L17. to manage emotions in relation to money  
 L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions  
 L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams  
 H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling  
 H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators  
 R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

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## Spring term

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling  
 H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators  
 H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing  
 H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)  
 H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity  
 L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media  
 L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues  
 L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views  
 L24. to understand how the way people present themselves online can have positive and negative impacts on them  
 L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them  
 L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours  
 L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

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## Summer term

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing  
 H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)  
 H36. that certain infections can be spread through sexual activity and that barrier contraception  
 R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied  
 R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships  
 R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice  
 R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online  
 R42. to recognise peer influence and to develop strategies for managing it, including online  
 R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support  
 R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this  
 R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

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 Have children's interests been talked about this year?

## Autumn term

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing  
 H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)  
 R25. about the law relating to sexual consent  
 R26. how to seek, give, not give and withdraw consent (in all contexts, including online)  
 R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected  
 H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support

H15. the importance of sleep and strategies to maintain good quality sleep  
 H16. to recognise and manage what influences their choices about physical activity  
 H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices  
 H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices  
 H19. the importance of taking increased responsibility for their own physical health including dental check-ups,; the purpose of vaccinations offered during adolescence for individuals and society.  
 H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics  
 R13. how to safely and responsibly form, maintain and manage positive relationships, including online  
 R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)  
 R15. to further develop and rehearse the skills of team working

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## Spring term

R18. to manage the strong feelings that relationships can cause (including sexual attraction)  
 R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children  
 H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)  
 R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help  
 R19. to develop conflict management skills and strategies to reconcile after disagreements  
 R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations  
 R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships  
 R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support  
 R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them  
 L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work  
 L12. about different work roles and career pathways, including clarifying their own early aspirations

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## Summer term

R28. to gauge readiness for sexual intimacy  
 R29. the impact of sharing sexual images of others without consent  
 R30. how to manage any request or pressure to share an image of themselves or others, and how to get help  
 R31. that intimate relationships should be pleasurable  
 R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics  
 H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use  
 H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers  
 H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use  
 H27. the personal and social risks and consequences of substance use and misuse including occasional use  
 H28. the law relating to the supply, use and misuse of legal and illegal substances  
 H29. about the concepts of dependence and addiction including awareness of help to overcome addictions  
 L13. about young people's employment rights and responsibilities  
 L14. to manage emotions in relation to future employment

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 Do we know enough about South Asian heritage?  
 Have children's interests been talked about this year?

## Autumn term

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them  
 R2. indicators of positive, healthy relationships and unhealthy relationships, including online  
 R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation  
 R4. the difference between biological sex, gender identity and sexual orientation  
 H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and group initial discussions

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing  
 H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)  
 H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health  
 H4. simple strategies to help build resilience to negative opinions, judgements and comments

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## Spring term

R5. to recognise that sexual attraction and sexuality are diverse  
 R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion  
 R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

L1. study, organisational, research and presentation skills  
 L2. to review their strengths, interests, skills, qualities and values and how to develop them  
 L3. to set realistic yet ambitious targets and goals  
 L4. the skills and attributes that employers value  
 L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner  
 H7. the characteristics of mental and emotional health and strategies for managing these  
 H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns  
 H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks  
 H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

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## Summer term

R9. to clarify and develop personal values in friendships, love and sexual relationships  
 R10. the importance of trust in relationships and the behaviours that can undermine or build trust  
 R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships  
 R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible  
 H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need  
 H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities  
 H14. the benefits of physical activity and exercise for physical and mental health and wellbeing  
 L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process  
 L8. about routes into work, training and other vocational and academic opportunities, and progression routes  
 L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life  
 L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

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## Autumn term

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  
 R26. about seeking and giving permission (consent) in different situations  
 R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret  
 H34. about where to get more information, help and advice about growing and changing, especially about puberty

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  
 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  
 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  
 H43. about what is meant by first aid; basic techniques for dealing with common injuries  
 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  
 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

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R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  
 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

L17. about the different ways to pay for things and the choices people have about this  
 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'  
 L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  
 L20. to recognise that people make spending decisions based on priorities, needs and wants  
 L21. different ways to keep track of money  
 L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  
 L24. to identify the ways that money can impact on people's feelings and emotions  
 H46. about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break  
 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  
 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

### SMSC – Prevent – British Values

Is January the best time to try new things?  
 Is space tourism a good idea?  
 Should all children learn about coping with loss & bereavement at school?  
 Should voting be made easier?  
 Do punishments work?  
 Is the internet bad for relationships?  
 Should a question be easy to answer?  
 Is it useful to keep up with the news?  
 Have recent films challenged stereotypes of women & girls?  
 Are labels helpful for neurodiversity?  
 Should all animals be treated the same?  
 Should the Homes for Ukraine programme help more refugees?

## Summer term

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 concerns  
 R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  
 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  
 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  
 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  
 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### SMSC – Prevent – British Values

Are our habits a big problem for the environment?  
 Is it right that the Prime Minister kept his job after breaking lockdown rules?  
 Is sport the right place for raising awareness?  
 Are you comfortable talking about loneliness?  
 Should you go on school trips?  
 Should we have more street parties?  
 Will seeing more LGBT+ relationships help stop prejudice?  
 Has there been positive change in schools since the protests of 2020?  
 Should everyone deal with big emotions in the same way?  
 Are we accepting of different ways of life?  
 Are strikes a good way for workers to be heard?  
 Do we know enough about South Asian heritage?  
 Have children's interests been talked about this year?

## Autumn term

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

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  
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  
R13. the importance of seeking support if feeling lonely or excluded  
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  
L6. about the different groups that make up their community; what living in a community means  
L7. to value the different contributions that people and groups make to the community  
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

### SMSC – Prevent – British Values

Are tests the best way to show what you have learned?  
Will climate change affect children's rights?  
Should the UK do more for Afghanistan?  
Should more children get free school meals?  
Black History Month: Do we celebrate our differences enough?  
Do you see yourself as a leader?  
Are protests necessary for change?  
Should you have to learn about politics in school?  
Should more people join in with religious celebrations?  
Can banter be bullying?  
Was COP26 successful?  
Has the pandemic made us more aware of disabilities?

## Spring term

H26. that for some people gender identity does not correspond with their biological sex  
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  
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)  
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  
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  
H34. about where to get more information, help and advice about growing and changing, especially about puberty

H27. to recognise their individuality and personal qualities  
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  
H35. about the new opportunities and responsibilities that increasing independence may bring

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Should voting be made easier?  
Do punishments work?  
Is the internet bad for relationships?  
Should a question be easy to answer?  
Is it useful to keep up with the news?  
Have recent films challenged stereotypes of women & girls?  
Are labels helpful for neurodiversity?  
Should all animals be treated the same?  
Should the Homes for Ukraine programme help more refugees?

## Summer term

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  
R26. about seeking and giving permission (consent) in different situations  
R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret  
H34. about where to get more information, help and advice about growing and changing, especially about puberty

H36. strategies to manage transitions between classes and key stages  
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  
H38. how to predict, assess and manage risk in different situations  
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe  
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  
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  
R21. about discrimination: what it means and how to challenge it  
L11. recognise ways in which the internet and social media can be used both positively and negatively  
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  
L13. about some of the different ways information and data is shared and used online, including for commercial purposes  
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

### SMSC – Prevent – British Values

Is sport the right place for raising awareness?  
Should you go on school trips?  
Should we have more street parties?  
Will seeing more LGBT+ relationships help stop prejudice?  
Are strikes a good way for workers to be heard?

## Autumn term

H1. how to make informed decisions about health  
 H2. about the elements of a balanced, healthy lifestyle  
 H3. about choices that support a healthy lifestyle, and recognise what might influence these  
 H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  
 H5. about what good physical health means; how to recognise early signs of physical illness  
 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.  
 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  
 H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  
 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. 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)  
 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

### SMSC – Prevent – British Values

Do you feel ready for the new school year?  
 VotesforCOP26: Will climate change affect children's needs?  
 Should the UK do more to help people in Afghanistan?  
 Should more children get free school meals?  
 Black History Month: Do we celebrate our differences enough?  
 Are you a good leader?  
 Are protests the best way to be heard?  
 UK Parliament Week: Should children learn more about the decisions our leaders make?  
 Should more people join in with religious celebrations?  
 Anti-Bullying Week: Can joking be bullying?  
 Do we look after the planet?  
 IDPWD: Do you know about different disabilities?

## Spring term

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  
 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  
 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  
 R26. about seeking and giving permission (consent) in different situations  
 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

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  
 H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  
 R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships  
 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  
 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  
 L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  
 L2. to recognise there are human rights, that are there to protect everyone

### SMSC – Prevent – British Values

Is January the best time to try new things?  
 Would you go on holiday to space?  
 Is loss too hard to talk about?  
 Do you know why we vote?  
 Do punishments work?  
 Is the internet bad for friendships?  
 Should a question be easy to answer?  
 Should children keep up with the news?  
 Do films show good role models for girls?  
 Does everyone learn differently?  
 Are we kind enough to animals?  
 Should the UK do more to help refugees?

## Summer term

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  
 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  
 H17. to recognise that feelings can change over time and range in intensity  
 H18. about everyday things that affect feelings and the importance of expressing feelings  
 H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  
 H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  
 H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  
 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  
 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  
 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  
 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  
 L3. about the relationship between rights and responsibilities  
 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  
 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

### SMSC – Prevent – British Values

Are our habits bad for the environment?  
 Is it ever okay to break the rules?  
 Are you comfortable talking about loneliness?  
 Should you go on school trips?  
 Should we have more street parties?  
 Is it important to see families that are different to yours?  
 Does school teach us to treat people fairly?  
 Should everyone deal with big feelings in the same way?  
 Have you enjoyed learning about the world this year?

## Autumn term

- Article 1 Definition of a Child: [Making Rights Happen – Articles 1, 4 & 41](#)
- Article 2 Non-discrimination: [Black History Month – Articles 2 & 30](#); [Anti-Bullying Week – Articles 19, 15 & 2](#) [International Day of People with Disabilities – Articles 23 & 2](#); [Holocaust Memorial Day – Articles 2, 19, 37 and 38](#); [LGBT History Month – Article 2](#); [International Women’s Day – Article 2](#)
- Article 3 Best interests of the child [Best Interests of the Child](#)
- Article 4 Making Rights Real [Making Rights Happen – Articles 1, 4 & 41](#); [Human Rights Day – Articles 4 and 41](#)
- Article 5 Family guidance as children develop [Parental Responsibility – Articles 5 & 18](#)
- Article 6 Life, survival and development [Life, Survival & Development](#); [Earth Day – Articles 6 & 24](#)
- Article 7 Name and nationality [Identity – Articles 7 & 8](#)
- Article 8 Identity [Identity – Articles 7 & 8](#)
- Article 9 Keeping families together [Care and Adoption – Articles 9, 20, 21 & 25](#)
- Article 10 Contact with parents across countries [World Refugee Day – Article 10 & 22](#)
- Article 11 Protection from kidnapping [Protecting Children from Harm – Articles 11 & 36](#)
- Article 12 Respect for Children’s Views [Views of the Child – Article 12 – published 1 September](#)
- Article 13 Sharing thoughts freely [Freedom of Expression](#)
- Article 14 Freedom of thought and religion [Freedom of Thought](#)

## Spring term

- Article 15 Setting up or joining groups [Freedom of Association](#); [Anti-Bullying Week – Articles 19, 15 & 2](#)
- Article 16 Protection of privacy [Right to Privacy](#)
- Article 17 Access to information [Access to information](#); [Safer Internet Day, Articles 17, 19 & 34](#); [World Book Day – Articles 17, 29 & 31](#)
- Article 18 Responsibility of parents [Parental Responsibility Articles 5 & 18](#)
- Article 19 Protection from violence [Anti-Bullying Week – Articles 19, 15 & 2](#); [Holocaust Memorial Day – Articles 2, 19, 37 and 38](#); [Safer Internet Day, Articles 17, 19 & 34](#)
- Article 20 Children without families [Care and Adoption – Articles 9, 20, 21 & 25](#)
- Article 21 Children who are adopted [Care and Adoption – Articles 9, 20, 21 & 25](#)
- Article 22 Refugee children [World Refugee Day – Article 10 & 22](#)
- Article 23 Children with disabilities [International Day of People with Disabilities – Articles 23 & 2](#)
- Article 24 Health, water, food, environment [Legal and Illegal Drugs – Article 24 & 33](#); [World Water Week -Articles 24 & 27](#); [Earth Day – Articles 6 & 24](#); [Mental Health Week – Article 24](#)
- Article 25 Review of a child’s placement [Care and Adoption – Articles 9, 20, 21 & 25](#)
- Article 26 Social and economic help [Social Security and Adequate Standard of Living – Articles 26 & 27](#)
- Article 27 Food, clothing and a safe home [Social Security and Adequate Standard of Living – Articles 26 & 27](#); [World Water Week – Articles 24 & 27](#)
- Article 28 Access to education [Right to Education – Article 28](#)

## Summer term

- Article 29 Aims of education [Goals of Education](#); [World Book Day – Articles 17, 29 & 31](#)
- Article 30 Minority language, culture and religion [Black History Month – Articles 2 & 30](#)
- Article 31 Rest, play, culture, arts [Article 31 – published 22 June](#); [World Book Day](#)
- Article 32 Protection from harmful work [World Day Against Child Labour – Articles 32 & 35](#)
- Article 33 Protection from harmful drugs [Legal and Illegal Drugs – Article 24 & 33](#)
- Article 34 Protection from sexual abuse [Safer Internet Day, Articles 17, 19 & 34](#); [World Refugee Day – Article 32 & 35](#)
- Article 35 Prevention of sale and trafficking [Abduction, sale and trafficking](#); [World Refugee Day – Article 32 & 35](#); [World Day Against Child Labour – Articles 32 & 35](#)
- Article 36 Protection from exploitation [Protecting Children from Harm though Articles 11 & 36](#)
- Article 37 Children in detention [Law and Justice – Articles 37 & 40](#); [Holocaust Memorial Day – Articles 2, 19, 37 and 38](#)
- Article 38 Protection in war [International Day of Peace –Articles 38 & 39](#); [Remembrance – Article 38](#) [Holocaust Memorial Day – Articles 2, 19, 37 and 38](#)
- Article 39 Recovery and reintegration [Recovery and Reintegration](#); [International Day of Peace –Articles 38 & 39](#)
- Article 40 Children who break the law [Law and Justice – Articles 37 & 40](#)
- Article 41 Best law for children applies [Making Rights Happen – Articles 1, 4 & 41](#); [Human Rights Day – Articles 4 and 41](#)
- Article 42 Everyone must know children’s