



**PHSE Framework**

**Key Stages 1-2**

	Encountering	Foundation	Core	Development	Enrichment	Enhancement	Key vocabulary and additional content
Self-Awareness							
SA1 – Things we are good at	Show curiosity about the ways in which we are special.	Can describe themselves in simple terms – recognising that there is self and there are others	Can identify things they are good at (strengths/talents)  Can describe some ways in which they are special/unique	Can identify things that they enjoy and that make them feel happy  Can identify what they are good at – both in and out of school  Understands others are good at/enjoy different things.	Can describe and demonstrate things they can do well and identify areas where they need help to develop.  Can identify hopes/wishes for their future lives, with support and guidance	Can identify things they can do for themselves to help develop strengths and those areas where they need help from others.  Can describe their own hopes/ aspirations; and possibly begin to explain in simple terms how they might achieve them.	Unique, Talent, Star, Hopes, Future, Dream, Proud, Goal-Getter
SA2 – Kind and Unkind Behaviours	Recognises the emotion ‘anger’ and ‘upset’ in others (including in a character)	Can identify key thoughts and physical feelings related to feeling angry  Can identify key thoughts and physical feelings related to feeling upset  Knows that behaviour which hurts others’ bodies or feelings is wrong.	Can identify when people are being kind or unkind — either to them or to others.  Shows an awareness of how feelings can be hurt.  Shows an awareness that unkind words/actions can make them feel worried, upset or angry.	Knows what teasing means and can identify how people who are teased might feel.  Knows that teasing or name-calling is not acceptable and can give some reasons why.  Knows how to get help when others are excluding them or being unkind.	Understands what bullying is  Knows that bullying can be verbal physical and/or emotional (e.g. omission/exclusion).  Knows that unkind behaviour and bullying can happen online.  With guidance, can identify what we can say or who to tell if they or someone else is being bullied	Understands that bullying can be prejudice-based (e.g. because of someone’s skin colour, religion, the way they look, their disability or their family setting).  Understands bullying is unacceptable behaviour and that a trusted adult needs to be told about it.  Can identify actions they can take (including whom to tell) if they witness or experience hurtful behaviour or bullying.	Hero, Helpful, Friend, Safe, Telling, Truth, Kind, Caring.
SA3 – Playing and Working together	Copies an adult when they model being ready to participate in an activity.  Copies modelling of ‘good listening’ behaviour Follows adults lead when they model taking turns	Independently demonstrates being alert and ready to listen in response to usual classroom cues (verbal/visual instruction to groups, etc).  Can demonstrate ‘good listening’ skills and show this towards	Knows that it is important to listen to others and can sustain this for a short time with prompts  Can demonstrate some ways of playing cooperatively.  Can understand when something is fair, even if	Understands that not taking turns properly may be upsetting or frustrating for others  Can share opinions and thoughts on things that matter to them  Can listen meaningfully to others when they	Can play and work with others in a way that means others are happy and able to do their best  Can work collaboratively with others towards a shared goal  Can identify when someone has missed their turn and	Listens and respects other’s points of view and understands that this helps us get on with other people  Can identify what makes a good team player  Gives helpful feedback to others working in a team	Listening, Sharing, Fair, Together, Playing, Helping, Group-Goal, Leader



## PHSE Framework

		adults and peers when prompted.  Understands that we take turns in a range of situations throughout the school day and with support can apply turn taking skills to different situations.	the outcome is not preferred.	share their opinions and thoughts	show/describe how to resolve this.	Shows understanding of why turn taking can help everyone to feel included.	
SA4 – People who are special to us	Demonstrate positive reactions to photos/videos/discussion of people who are special to them	Can identify people who are special to them  Through adult-led activity, can show someone they are special to them (i.e. making them a card)  Beginning to understand what family is	Can describe what makes our family, carers, teachers and friends special to us.  Can identify the people who make up their family	Name some of the qualities our special people may have.  Name the positive feelings they might have when they spend time with friends and family.  Knows that somethings in family life might make us worried or unhappy.  Can identify someone to tell if something in family life makes them unhappy or worried	Can name practical examples of ways our special people care for them and help them.  Know that there are different types of families.	Knows that they do not have to tolerate it if people do unkind things to them or their friends.  Seeks help when people are unkind to them/their friends  Can describe some ways in which families can be different.	Carers, Special, Home, Love, Quality, Different, Safe-Space, Support
SA5 – Getting on with others	Respond to stimuli about different feelings we or others may experience.	Can recognise when they are unhappy with their friends or family  Can demonstrate safe and appropriate ways of letting others know how they are feeling when they are unhappy with someone	Can give examples of something they might disagree with their friends about  Can identify some ways of repairing a relationship after falling out (i.e. saying sorry, acting differently)	Can recognise that people may feel differently to us in a situation  With adult support, will cooperate with resolving a disagreement  Can identify ways to treat others with respect.	Understands why it is important to listen to other's point of view, and show active listening and make simple attempts at resolving a disagreement with support  Can identify some signs that a friendship/relationship is not happy or healthy	Knows that our feelings about others can change and that is ok  Can identify safe, appropriate and respectful ways of letting people know our feelings have changed  Knows who to tell if we are worried or unhappy in a friendship/relationship	Sorry, Listening, Respect, Kind, Calm, Repairing, Peace-Maker, Forgive
Self-care, Support and Safety							
SSS1 – Taking care of ourselves	Respond to stimuli about the people who look after us.	Can identify people who look after them and help them to take care of ourselves.	Can identify some of the ways in which we may be cared for by our families, friends and other adults.  Can identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Can identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	Can identify some simple ways they can help to keep themselves well  Knows that germs/illness can be spread and can identify some ways to stop this from happening	Can discuss different ways they keep themselves healthy and well  Can explain or demonstrate what they and others can do to prevent the spread of germs, and why this is important	Cleaning, Scrubbing, Healthy, Strong, Washing, Teeth, Scrub-Club, Body-Care.



**PHSE Framework**

SSS2 – Keeping safe	<p>Respond to stimuli about keeping physically safe.</p> <p>Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.</p> <p>Understands they need help from others</p>	<p>Identifies some simple ways to stay physically safe in school</p> <p>Knows when to ask for help</p>	<p>Can explain in simple terms why it is important to keep themselves physically safe</p> <p>Can describe ways to help keep themselves physically safe out of school.</p> <p>Identify people at home, school and in other settings who is responsible for helping us keep physically safe.</p>	<p>Identify feelings associated with not feeling safe (e.g., worried, scared, frightened) and identify trusted adults who can help us if we feel this way.</p> <p>Describes some simple rules for keeping safe near water, railways, roads and fire.</p>	<p>Identifies some different responsibilities they may have to help keep themselves and others safe.</p> <p>Identify when someone might need first aid because they are hurt/ injured.</p> <p>Knows it is important to persist with asking for help if our initial requests are not met or understood.</p>	<p>Is able to keep safe in a variety of relevant situations and identify some possible risks and hazards.</p> <p>Describes some simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>Recognises when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>	<p>Danger, Safe, 999, Emergency, Roads, Water, Fire, Safety-First, Hazard</p>
SSS3 - Trust	<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>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.</p>	<p>Can identify trusted adults in school</p> <p>Demonstrate a basic understanding of the difference between things that are ‘public’ and things that are ‘private’</p> <p>Beginning to understand what ‘secret’ means and with support can identify someone who can help us if we are worried or afraid</p>	<p>Understands the difference between trust and like</p> <p>Can describe how we feel when we trust someone (i.e. safe, cared for)</p> <p>Knows some reasons why some personal information is kept private (i.e. addresses)</p> <p>Understands the difference between a ‘surprise’ and a ‘secret’</p> <p>Understands that they don’t have to keep secrets and with support can identify who to ask for help if something happens that makes us feel sad, worried or frightened.</p>	<p>Understands that we do not have to trust everyone</p> <p>Understands that they should not keep any secret that makes them feel uncomfortable, afraid, worried or anxious, no matter who asks.</p> <p>Knows when and why to ask an adult for help if they’re asked to share information or keep a secret.</p>	<p>Understands that there are different ‘degrees of trust’ — those people we can trust with less important things, and those we can trust with our most important things</p> <p>Can identify things that others might put them under pressure to do and ways they might do this</p> <p>Knows what a ‘dare’ is and identify some basic strategies for saying ‘no’ to pressure or dares.</p> <p>Identify whom to tell in different situations and what they could say.</p>	<p>Understands that they can take back their trust if someone no longer deserves it.</p> <p>Can demonstrate strategies to resist pressure to behave in inappropriate ways.</p> <p>Can demonstrate what to can say and do and where to get help if they have been pressurised, or seen someone else being pressurised, to do something risky.</p>	<p>Trust, Secret, Surprise, Dares, Saying-No, Telling, Safe-Trust, Honesty</p>
SSS4 – Keeping safe online	<p>Respond with curiosity to adult modelling of different ways that people communicate with each other.</p>	<p>Can identify some ways that they use to communicate, including online or through gaming</p>	<p>Understands some of the different ways how people can use technology to communicate with others.</p>	<p>Can identify simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p>	<p>Understands that other people’s identity online can be different to what it actually is in real life.</p>	<p>Can demonstrate some practical strategies for keeping safe when using specific digital devices and platforms.</p>	<p>Shows understanding of AI, Artificial Intelligence, Internet, Gaming, Robots, Asking, Rules, Passwords, Smart-Tech, Web-Wise.</p>



**PHSE Framework**

			With support, can identify some risks of communicating online.	Understands that there may be people online who are not safe.  Understands that they are things that they should never share online without checking with a trusted adult first.	Can identify ways to respond if we're not sure if someone online is who they say they are.  Understands that balancing time on electronic devices with other activities is good for them	Understands that what we post online might affect ourselves or others and can identify strategies to help us think about what we are posting  Understands (and works within) basic rules for using social media, including age restrictions and why they exist.  Knows how to exit groups and report within relevant social media apps (Whatsapp specifically).  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.	
SSS5 – Public and Private	Knows what is their belongings	Identify and recognise their personal belongings.  Recognise the difference between something that is private and something that is public.  Demonstrates an understanding that we have a right to keep our bodies private.	Can identify ways we take care of our personal belongings.  Can identify places that are public and places that are private.  Can begin to identify some of the places/times/situations which we or others would expect to be 'private' (i.e. going to the toilet, getting changed)	Knows how appropriately ask to borrow or use something that belongs to someone else.  Understands what is/is not appropriate to do in a public place and begin to give reasons why this is the case (include masturbation if appropriate).	Can identify how they might feel if their personal belongings are lost or damaged and who to tell about this  Understands the importance of respecting others' belongings, privacy and feelings. Can use practical strategies to ensure their privacy and that of others.	Can make decisions to give or not give permission when asked to lend belongings.  Respects the rights of others who refuse to lend something to them; understands this does not mean they do not like us.  Has practical strategies to deal with someone not respecting their privacy or shares something with them that makes them feel uncomfortable – and understands to tell a trusted adult even if someone has told us not to.	My-Body, Private, Permission, Choice, Rights, Respect, Bodily-Autonomy, Consent
Managing Feelings							
MF1 Identifying and Expressing Feelings	Respond with curiosity to stimuli about different emotions.  Respond with curiosity to stimuli which depict facial expressions	Can identify different kinds of feelings they experience  Can identify things that make them feel happy.	Can describe some good (comfortable) and not so good (uncomfortable) feelings and some things that cause these feelings (i.e. loss and change can	Understands that no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.	Understands that feelings can have different intensity and begin to demonstrate the vocabulary/ communication skills for expressing this	Understands that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).	Happy, Sad, Angry, Worried, Scared, Excited, Mood-Match, Expression



**PHSE Framework**

	representing different emotions/ feelings.	Can identify things that may make them cry/feel sad.  Can begin to identify what makes us feel upset, angry, worried, anxious, frightened.	cause feeling of upset or worry)  Can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.	Can describe in simple terms how different feelings might make their body feel.			
MF2 – Managing Strong Feelings	Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.	Demonstrates some different safe and appropriate ways of communicating feelings and needs to others.	Has some simple vocabulary to express a range of different feelings.  With support, they can help themselves to feel better if they are feeling sad or upset.	Can identify some simple strategies that can help them manage not so good (uncomfortable) feelings and can identify the people who can help.  Can begin to identify some simple strategies to help manage very strong feelings and who can help them.	Understands that it is important that others know how we are feeling.  Shows some simple strategies for helping others to feel better if they are feeling sad or upset.  Understands how rest and spending time doing things they enjoy can help to make them feel happy.	Understands that when they get upset, angry or frustrated their actions can affect others as well as ourselves.  Respond appropriately to others’ feelings.	Breathe, Relax, Strategy, Helping, Sharing, Rest, Brain-Break, Self-Soothe.
Changing and Growing							
CG1 – Baby to Adult	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.	Identify some of the differences between a baby, child and adult.	Identifies some ways that their needs have changed since they were a baby.	Identifies some of the things they can do now that they couldn’t do when we were younger.	Can identify some key stages of the human life cycle.	Shows awareness of how the needs of babies, children, adults and older people differ.	Baby, Child, Adult, Life-Cycle, Needs, Changing, Stages, Growing.
CG2 – Changes at puberty	Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Understands they correct vocabulary for some of the main body parts, including genitalia.	Identifies some of the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).  Knows who they can talk to about growing and changing.  Beginning to understand that bodies change as people become adults, including the onset of menstruation (when appropriate).	Can identify some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).	Shows an understanding of what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.  Uses correct vocabulary to name male and female reproductive organs..	Show awareness that people experience the physical and emotional changes of puberty over different lengths of time. Knows where to find reliable sources of advice on growing and changing.	Puberty, Growing, Male, Female, Parts, Names, Changes, Science-Words



### PHSE Framework

<p>CG3 – Dealing with touch</p>	<p>Respond with interest to stimuli about different kinds of daily physical contact we experience.</p> <p>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.</p>	<p>Identify some of the safe ways trusted adults/family members may physically touch them as part of daily care, during play or to show affection.</p> <p>Begin to demonstrate ways of communicating if they are not comfortable with the way they are being touched.</p>	<p>Understands that their bodies belong to them and can begin to identify when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>Respects other people’s bodies and knows to ask for permission before they touch them.</p> <p>Understands that there are some 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.</p>	<p>Describe different types of physical contact</p> <p>Can differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact, and can communicate this to a trusted adult</p> <p>Demonstrates that they are able to respond to unwanted physical contact and able to let someone know they don’t like it or want it.</p>	<p>Understands they have the right to protect their bodies from Inappropriate/unwanted touching.</p> <p>Demonstrates an understanding of how to respect other people’s right to protect their bodies from inappropriate/ unwanted touching.</p> <p>Knows when and whom to tell if they are worried, and how important it is to persist until we feel comfortable and safe.</p>	<p>Understands that our bodies should be looked after</p> <p>Shows an awareness of what female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is, and understands that it is wrong and illegal, even if some adults think it is necessary.</p> <p>Can identify someone to go to for help if they are worried about themselves or someone else.</p>	<p>Affection, Choice, Unsafe, Protected, Permission, Respect, Boundary, Telling.</p>
<p>CG4 – Different types of relationships</p>	<p>Respond to stimuli about some of the different kinds of relationships there are within families.</p>	<p>Shows an awareness of different types of relationships. Can identify the people who make up their family.</p>	<p>Recognise others’ families in school may be different from their family.</p>	<p>Can 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>Beginning to understand 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>Understands that two people in a long-term relationship might live together or be married (or in a civil partnership) and that they may or may not have children.</p> <p>Can begin to identify some of the roles and responsibilities of parents and carers.</p>	<p>Can describe some features of a healthy and positive friendship or family relationship.</p> <p>Knows whom to tell if something in our family life makes us unhappy or worried.</p> <p>Understands that relationships, including marriage and civil partnership, can be between people of any gender.</p>	
<p>Healthy Lifestyles</p>							
<p>HL1 – Healthy Eating</p>	<p>Respond to different stimuli about what it means to be ‘healthy’.</p>	<p>Can identify foods that they like and dislike to eat.</p>	<p>Identifies some examples of healthy foods.</p> <p>Identifies some examples of foods that should only be eaten occasionally.</p>	<p>Show an awareness of why some foods are healthier than others.</p> <p>Understands they might need to eat foods they might not like very much.</p>	<p>Can begin to describe what it means to eat a healthy, balanced diet</p> <p>Can make healthy choices about the foods that they like to eat.</p> <p>Understands that some people may not be able to</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</p>	<p>Healthy, Choice, Balance, Allergy, Food, Energy, Nutrients, Yummy-Healthy.</p>



## PHSE Framework

					eat certain foods because they will make them ill (allergies).	these might be positive or negative.	
HL2 – Taking care of physical health	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	Demonstrate or communicate an example of taking care of their bodies (e.g. skin, hair or teeth).  Know some of the simple rules for sun safety. Begin to understand how they feel if they have not had enough sleep.	Can describe simple hygiene routines.  Can identify the physical activities they like doing; describe how they might make them feel (physically and emotionally).  Describe some simple ways of staying safe in the sun. Know that sleeping well is one way they can stay healthy.	Understand some simple reasons of why it is important to take care of personal hygiene.  Name some of the different ways to be physically healthy and understand that physical activities they enjoy doing help to keep them healthy.  Identify some simple routines for going to bed/going to sleep.	Know what might happen if we don't take care of our personal hygiene.  Describe some of the benefits of balancing exercise, food and rest.  Understands what might happen to their bodies if they don't protect them from overexposure to the sun.	Explain why it is important to take care of their bodies both now and in the future.  Explain some things that can stop us sleeping well and can suggest ways to manage these.  Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.	Sleep, Rest, Sun-Safety, Screen-Time, Hygiene, Strong, Balance, Energy.
HL3 – Keeping well	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.  Respond with curiosity to stimuli about the people who help us when we are feeling unwell.	Can tell someone that they are feeling ill, uncomfortable, or are in pain.  Understands that they may be given medicines to help them get better and that these will be given to us by a nurse or doctor (or by the parent/carer looking after them).	Can describe what it means to be hurt, unwell, uncomfortable or in pain.  Identify medication that can help people to keep well; can begin to identify when this might be used.  Can identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).  Can identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.	Can identify some symptoms they may experience when they are not feeling well.  Understand that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.  Understands that is important not to touch, taste or take medicines without a trusted adult being with us.  Can explain why we should never take someone else's medication.	Understands the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).  Knows that sometimes they may be given an injection by a doctor or nurse to help to prevent them from catching a disease (vaccination).  Beginning to understand how smoking and drinking alcohol can affect people's health. Identify whom they can talk to if they are worried about health.	Can explain that there are things we should not put inside our bodies; and explain what these are.  Can identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).  Understands 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.  Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.	Medicine, Doctor, Nurse, Vaccine, Safety, No-Smoking, No-Vaping, Health-Hero.
The world I live in							
WILI1 – Resecting differences	Respond to stimuli with awareness and curiosity about the physical differences between people.	Identify simple differences and similarities between people.	Describe things that all people have in common. Identify some differences and similarities between people in terms of	Beginning to understand that people who share one characteristic (e.g. race, religion, gender or	Understands that some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them	Understands that they may sometimes hear or read something (including online) that is rude and unkind about other people	Unique, Same, Fairness, Culture, Respect, Kind, Equality, Diversity.



**PHSE Framework**

between people			ethnicity, culture, religious identity etc.	disability) are all different and unique.	unfairly because of it (discriminate) and identify who to tell or what to say if this happens.	and some ways they can safely respond, including how to report it.	
WILI2 – Jobs people do	Respond to stimuli about the different jobs adults in school do.	Identify some different jobs that people we know do.	Identify some of the ways in which different adults who work in school contribute to school life.	Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job they might like to do in the future.	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); describe how they help us.	Understands why they should not call emergency services for a joke or a dare and the impact this might have on others  Understands that things we learn in school might link to possible future jobs.	Future, Dreams, Community, Emergency, Work, Skills, Career-Path, Helpful-Jobs.
WILI4 – Taking care of the environment	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.	Identify simple ways in which they may take care of people and/or animals.	Can identify some reasons why it is important to take care of people, animals and all living things.	Describe their own home and explain how they and family members may take care of it.	Describe some ways that they can take care of their school environment.  Understand ways to care for pets and why it is important to have a routine for this.	Beginning to understand what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).	Caring, Nature, Animals, Pets, School, Home, Environment, Litter-Stopper
WILI5 – Belonging to a community	Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).	Identify some different groups that we may belong to (e.g. family, school, clubs, faith).	Describe things they do in the groups they belong to.	Describe how being part of a group makes them feel.	Beginning to understand and describe what it means to be part of a community.  Identify some of the different groups that make up our community.	Begin to describe how it feels to be part of a community.  Suggest ways they can help people to feel welcome in the different groups and communities they belong to.	Belonging, Groups, Club, Faith, Welcome, Team, Helping-Others, Kindness-Club
WILI6 – Money	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.	Recognise money (e.g. coins and notes) and what it is used for.  Identify items in shops that are sold for money (including online).	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). Can identify some different ways of keeping money safe.	Understand different ways they may get money and for what reasons (e.g. presents from relatives or pocket money from a family member).  Begin to identify things they or adults might spend money on, such as food, clothes and things we need to help us to live.  Understand why it is important to keep money safe and recognise some ways of	Shows an understanding of ‘need’ and a ‘want’ in relation to spending money.  Explain what it means to save money and why we might do it.	Understands what is meant by the term ‘afford’ (in the context of money).  Knows who to tell if they lose their own or others money.	Coins, Notes, Spending, Saving, Shop, Safe, Needs, Wants, Budget, Bank.



**PHSE Framework**

				doing this are better than others			
<b>Key Stages 3-4</b>							
	<b>Encountering</b>	Foundation	Core	Development	Enrichment	Enhancement	
<b>Self-Awareness</b>							
SA1 – Personal Strengths	Can chose an activity they are good at and/ or enjoy out of a choice.	Describe what they are good at and/or enjoy.	Identify some of their own personal strengths and skills (things they are really good at or can do really well).	Can recognise and appreciate personal strengths in other people.	Understands that what others say and think about us can positively and negatively affect the way we feel about ourselves.  Can identify some simple strategies to help manage negative opinions/ comments.	Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.  Understands how media, including social media can affect how people feel about themselves.	Resilience, Self-worth, Integrity, Personal Agency, Character Traits, Growth Mindset, Social Media Influence on Self-Esteem.
SA2 – Skills for learning	Respond to stimuli about what they enjoy learning about in school.	Identify some things that make them special and unique as learners.  Describe what they like and dislike doing as learners.  Knows where to find their own learning targets or goals.	Can begin to identify what helps them to learn. Knows some of their own learning targets or goals.	Identify simple strategies to help them be organised for learning.  Can begin to understand that they can break our targets down into small steps to work towards them.	Name how it feels to achieve a target.  Understand that practice helps develop strengths and skills and demonstrate some resilience in the face of challenge  Begin to identify some ways in which their current learning will help in the future.	Understands that their personal strengths, interests and skills may help in future lives, choices or employment.  With an adult, can discuss ways of managing emotions in relation to future employment aspirations.	Metacognition, Goal Setting, Resilience in Challenge, Future Aspirations, Career Planning, Workplace Readiness.
SA3 – Prejudice and discrimination	Respond to stimuli about people who are different to us in different ways.	Describe how to treat others in a kind and fair way.  Understand that everyone is unique and special.	Begin to understand what prejudice means.  Begin to understand what it means to discriminate against someone.  Knows that prejudice and discrimination in any form are unacceptable.	Describe some simple examples of prejudice/discrimination and understand that it is not acceptable  Knows to seek help if they think someone is behaving in a discriminatory way towards them or others.	Shows understanding of what stereotyping means.  Can identify some simple constructive strategies for responding to prejudice and discrimination.	Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise nonconsensual behaviour or encourage prejudice).  Demonstrate understanding that they should show respect to others and others' beliefs, including people in the wider community.	Misogyny, Incel Ideology, Toxic Subcultures, Protected Characteristics, Equality Act 2010, Stereotyping, Constructive Response Strategies.



**PHSE Framework**

SA4 – Managing pressure	Respond to stimuli which depict kindness and unkindness.	<p>Identify examples of kind and unkind.</p> <p>Identify some of the ways of telling a trusted adult if someone is being unkind to us.</p>	<p>Can identify teasing, hurtful and bullying behaviour.</p> <p>Understands that this behaviour is not acceptable and knows who to tell.</p> <p>Understands what is meant by peer pressure and peer influence.</p>	<p>Identify some of the ways in which pressure might be put on us by other people, including online.</p> <p>With support, identify some ways of coping with peer pressure.</p> <p>Identify different types of bullying (including online) and begin to understand what the impact of bullying might be.</p> <p>Identify strategies to help us if they are being bullied, including online.</p> <p>Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p> <p>Knows what a weapon is</p>	<p>Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.</p> <p>Identify trusted adults/ services that can help if they or someone they know has been/is being the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Understand that it is not acceptable to carry a weapon</p>	<p>Discuss ways we put ourselves under pressure to do what others are doing, or what we think others want us to do.</p> <p>Can safely respond if they experience or witness unacceptable behaviours.</p> <p>Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p> <p>Describe the risks and law relating to carrying a weapon.</p>	Sextortion, Coercive Control, Peer Influence, Gang Exit Strategies, County Lines, Weapon Laws, Online Harassment.
Self-care, Support and Safety							
SSS1 – Feeling unwell	Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that they are feeling unwell.	<p>Can identify key differences between feeling well and feeling unwell;</p> <p>With support, can identify who to tell if they are feeling unwell.</p>	<p>Can identify if they are feeling unwell and who to tell</p> <p>Knows germs can be spread to others.</p>	<p>Identify some things they can do to take care of their physical and mental wellbeing.</p> <p>Identify simple things they can do if they are not feeling well.</p> <p>Knows some simple hygiene routines that can prevent the spread of germs (bacteria and viruses).</p> <p>Knows who to ask for help with their mental</p>	<p>Understands how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.</p> <p>Can identify items they might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).</p> <p>Understands that it is as important to tell someone we trust if we are feeling emotionally (mentally)</p>	<p>Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell (e.g. GP, school nurse, NHS, Childline, Young Minds).</p> <p>Explain why ‘self-diagnosis’ from websites can be inaccurate or potentially harmful.</p> <p>Understands what vaccinations are and why people might be immunized or vaccinated.</p>	Endometriosis, PCOS, Antimicrobial Resistance, HPV Vaccination Literacy, Gynaecological Health, Self-examination (Breast/Testicular), Mental Wellbeing Support.



**PHSE Framework**

				wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).	unwell as it is when we feel physically unwell.	Knows how and why it is important to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.	
SSS2 – Feeling frightened/worried	<p>Respond to stimuli about feeling frightened or worried.</p> <p>Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).</p> <p>Respond to adult modelling about ways to indicate to others that we need help.</p>	<p>Can identify when they feel worried or frightened</p> <p>Can use simple ways to communicate that we are frightened or worried.</p> <p>Identify simple ways to take care of our bodies and keep them safe.</p>	<p>Identify some simple strategies they can use if they are feeling frightened or worried and who can help.</p> <p>Understands what constitutes unwanted physical contact and who to talk to if this is worrying them.</p> <p>Can identify simple ways of communicating to others that we need help.</p>	<p>Can begin to recognise harassment, including online.</p> <p>Understands ‘personal space’.</p> <p>Can identify ways to safely challenge unwanted physical contact and ask for help.</p> <p>Knows how to communicate that they need help in different situations.</p> <p>Understands that they need to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p>Understand how it might feel when someone encroaches on theirs/others personal space.</p> <p>Identify situations where it is or is not appropriate to be in someone else’s ‘personal space’.</p> <p>Knows feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p>Understands that some actions (e.g. assaulting someone and harassment) are crimes, and can identify safe ways to respond, including reporting to police.</p> <p>Understands that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p>	<p>Can explain that someone we like may not always be trustworthy.</p> <p>Knows what they can say or do and whom they can tell if they are concerned about their own or someone else’s personal safety.</p> <p>Knows what do and whom to tell if they, or someone they know, fears that they will experience, or have already experienced FGM, and that it is never that person’s fault.</p>	<p>Personal Space, Consent, Harassment Law, FGM (Female Genital Mutilation) Education, Reporting to Police.</p>
SSS4 – Accidents and risk	<p>Respond with curiosity to stimuli about what is meant by keeping safe.</p>	<p>Begin to understand what is meant by personal safety.</p> <p>Begin to understand and identify when something is an accident.</p>	<p>Understands what risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire) means.</p> <p>Identify some behaviours that might be risky.</p>	<p>Identify some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p> <p>Identify trusted adults who can help us in risky situations and begin, with support, to identify strategies we can use to help ourselves.</p>	<p>Identify ways of keeping safe in the street, on roads, during travel, in the park, on our own.</p> <p>Understand how the using mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p>	<p>Understands that, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk.</p> <p>Can discuss when and why taking a risk can be positive (e.g. trying something new).</p>	<p>Water Safety Code, Level Crossings, Road Safety, Risk Management, Digital Distraction (Mobile Phone Safety).</p>
SSS4 – Keeping safe online	<p>Respond with curiosity to stimuli about different</p>	<p>Beginning to understand that it is important to keep safe online and</p>	<p>Understands what is meant by social media.</p>	<p>Can identify some ways in which social media</p>	<p>Understands rules for keeping safe when using</p>	<p>Understands how some behaviours on social media</p>	<p>Deepfakes, Generative AI, Algorithms, Bot Detection,</p>



### PHSE Framework

	ways of keeping safe online.	that adults can help us with this.	<p>Knows that not all information seen online is true.</p> <p>Understands that other people's identity online can be different from what it actually is in real life.</p>	<p>can be used in a safe and positive way.</p> <p>Identify what we should do before we 'like', 'forward' or 'share' on social media and understands how this helps to keep us safe online.</p> <p>Identify some possible risks of using social media.</p> <p>Identify ways to respond or get help, if we see or are sent upsetting or inappropriate online content.</p>	<p>different social media platforms.</p> <p>With support, can identify some sources of advice and support, and ways to report online concerns.</p> <p>With support, can make safe, reliable choices from search results.</p>	<p>might damage friendships and relationships.</p> <p>Know some steps they can take to take care of their own and other people's safety and wellbeing when using social media.</p> <p>Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p>	Media Manipulation, CEOP Reporting.
SSS5 – Emergency situations	Respond with curiosity to stimuli about people who keep us safe at school and at home.	Identify some rules in school that help keep us safe.	<p>Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Knows how to report an accident in school.</p> <p>Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g. adults in school and demonstrate how we would attract their attention).</p>	<p>Understands actions that we all have to undertake in school to keep safe (e.g. not running, hanging up bags and coats)</p> <p>Identify examples of what would and would not be an emergency and suggest some ways to respond.</p> <p>Identify emergency services that could help them.</p>	<p>Describe how to call 999 in the case of an emergency.</p> <p>Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).</p>	<p>Understands how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use).</p> <p>Understands why it is essential to follow instructions in an emergency in and outside school.</p> <p>Explain what they might do, including whom to tell and what to say, in the event of an emergency when they are out without an adult.</p>	999 Protocol, Recovery Position, Emergency Services, First Aid, Evacuation Procedures.
SSS6 – Public and Private	Respond to stimuli about things that are public and things that are private.	Understand the difference between public and private  Identify some things that should be kept private, and some things that are okay to share with their special people, friends, or with everyone.	<p>Understands that we don't have to share a photo of themselves, or give information about themselves or others, online.</p> <p>Beginning to understand why sharing a photo of ourselves or personal</p>	<p>Understands that there are aspects of their lives that we may wish to keep private and that is ok.</p> <p>Identify what is appropriate and inappropriate to share online.</p>	<p>Can identify specific ways of keeping themselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).</p>	<p>Understands that there are online 'scams' (ways that people may try to trick us online); identify what some of these might be (e.g. phishing, fake email addresses).</p> <p>Knows how to ask for help and whom to go to if we have seen something</p>	Data Privacy, Digital Footprint, Online Sexual Abuse (Sharing/Viewing Laws), Phishing, Online Scams, Password Security.



### PHSE Framework

			information might not be a safe thing to do.	Identify trusted adults who can help us if someone tries to pressurise us online.  Can identify, with support, ways manage requests to share a photo, or information about ourselves or others online, including how to report.	Knows that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law and impacts others.	upsetting or done something online that we are now worried about or regret.	
SSS7 – Gambling	Respond with curiosity to stimuli about risk and chance.	Recognise simple examples of ‘taking a chance’.	Understands what is meant by the term ‘gambling’ and beginning to identify places and ways this might take place.  Understands what it means to ‘win’ or ‘lose’ in relation to gambling.	Understand why people might choose to gamble.  Can identify some of the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.	Can identify some influences or pressures on people to gamble (e.g. advertising, friends).  Knows where and from whom to get help with gambling if they are worried about themselves or others.	Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).  Knows some strategies for managing influences related to gambling.	Loot Boxes, Skin Betting, In-game Purchases, Monetization in Gaming, Advertising Influence, Financial Risk.
Managing Feelings							
MF1 Self- - esteem and unkind comments	Respond with curiosity to stimuli about all the different ways in which we are special.	Identify some feelings associated with feeling good about ourselves.	Identify things we can do which help us to feel good about ourselves.	Identify some things that we may say or do that could affect how we or others feel about us.  Identify some things that others may say or do that could affect how we feel about ourselves.	Recognise the difference between helpful/kind and unhelpful/unkind comments.  Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.	Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.	Assertiveness, Polite Challenge, Positive Self-talk, External Validation, Managing Unkind Comments.
MF2 – Strong feelings	Respond to stimuli about different feelings we might experience.  Respond to stimuli about how different feelings may be expressed.	Can identify how we might feel, look and sound when we are happy or unhappy.	Can recognise when others may be feeling happy or unhappy from their facial expression and body language.  Can identify and begin to describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).	Can identify different situations where we might feel strong emotions.  Can identify some simple strategies we can use to feel and stay happy.  Beginning to identify how we can help others who may be feeling unhappy.  Knows whom to ask or tell if they are feeling	Understands some responses to feeling unhappy that might be unhelpful and who we can ask for help  Understands that when they feel strong emotions they might feel like doing something they wouldn’t usually do and how to ask for help.  Can identify simple strategies to help ourselves and others with strong emotions	Can explain or demonstrate things they can do to help and support others when they are experiencing strong emotions.  Can identify signs that they or someone they know might need help to cope with strong emotions and whom to speak to.  Can identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, <a href="http://Thinkuknow.co.uk">Thinkuknow.co.uk</a> ).	Emotional Regulation, Suicide Ideation Awareness, Self-harm Prevention, Resilience, Trustworthy Support Sources (Childline).



**PHSE Framework**

				unhappy and/or need help.			
MF3 – Romantic feelings and sexual attraction	Respond with interest to stimuli about people we like or know.	Identify what it means to like someone.	Understands the difference between ‘liking’ someone and ‘fancying’ someone.	Knows that part of growing up might be to experience strong feelings about people we like or fancy.	Understands that people can ‘like’ or ‘fancy’ someone of the same or different gender, race, ability or religion.  Can use appropriate vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.	Understands that everyone of all genders and sexual orientation is unique, special and worthy of respect.  Can identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.	Gender Identity, Sexual Orientation, Attraction vs. Liking, Respectful Vocabulary, Intimate Relationships.
Changing and Growing							
CG1 – Puberty	Respond with curiosity to stimuli about the ways in which we change as we get older.	Identify some of the different ways we have changed as we have grown older.	Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).  Understand that puberty happens as we grow up.	Describe some of the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.  Can identify some of personal hygiene that we can take responsibility for and knows why this is important during puberty.	Knows the functions of the reproductive organs, including how conception occurs. Can describe the different stages of reproduction, pregnancy and birth.	Understands that emotions may change as we get older and are no longer children.  Understands that fertility changes over time and in response to some lifestyle factors.	Menstruation, Wet Dreams, Conception, Reproductive Organs, Fertility Factors, Hormonal Changes.
CG2 – Friendship	Respond to stimuli about different kinds of friendship.  With support can identify peers using photos or names.	Has particular friendships and can identify who their friends are  Can identify positive feelings they experience when with friends	With support, can identify occasions when they might need the support of friends.  Can identify some ways that they can help their friends.	Identify occasions when our friends might need our support.  Understands that they can disagree with someone and still be friends.  Can identify some simple ways to manage friendship disagreements restoratively.  Knows that some friendships can be unhealthy.	Understands that friendship can change over time and that sometimes friendships may end, through choice or circumstances.  Can identify some strategies for managing feelings about friendships as they change and develop.	Can explain how we might end a friendship positively.  Knows where to find reliable and appropriate sources of support for ourselves and our friends.	Restorative Practice, Healthy vs. Unhealthy Boundaries, Ending Relationships Positively, Peer Support.



**PHSE Framework**

<p>CG3 – Healthy/unhealthy relationship behaviours</p>	<p>Respond with curiosity to stimuli about different positive relationships we have in our lives.</p>	<p>Identify some key features of positive friendships/relationships, and how they can make us feel.</p> <p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p>	<p>Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests).</p> <p>Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p>	<p>Explain how we expect people to behave towards us in friendships and relationships.</p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships.</p>	<p>Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried or concerned about an unhealthy relationship.</p>	<p>Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p>Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p>Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p>Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p>	<p>Ethical Consent, Capacity to Consent, Strangulation/Suffocation Law, VAWG (Violence Against Women and Girls), Media Portrayal vs. Reality.</p>
<p>CG4 – Different types of relationships</p>	<p>Respond to stimuli about some of the different kinds of relationships there are within families.</p> <p>Is able to indicate to others through behaviour that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p>	<p>Identify the people who make up our family.</p> <p>Is beginning to be able to communicate appropriately to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p>Can identify some of the key similarities and differences between friendships and romantic/ intimate relationships.</p>	<p>Identify different types of family.</p> <p>Understands that others' families in school may be different from their family.</p> <p>Understands what seeking and giving/not giving consent means in relationships and can identify some simple ways of doing this</p> <p>Knows what sex means, what happens during sexual activity and some of the consequences</p> <p>Knows that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p>Can identify appropriate and inappropriate relationship behaviours in public places.</p>	<p>Can 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>Understands 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>Has simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Knows that there are laws about the legal age of consent for sexual activity.</p> <p>Understands that others may manipulate/persuade them to do things they</p>	<p>Understands that two people in a long-term relationship might live together or be married (or in a civil partnership) and that they may or may not have children.</p> <p>Can identify some of the roles and responsibilities of parents and carers.</p> <p>Understands that not respecting someone's right to not give consent is a serious crime.</p> <p>Can identify some different strategies to deal with manipulation/persuasion in relationships.</p> <p>Can identify some forms of contraception, their correct use and where and how they can be accessed.</p> <p>Knows what STIs are (including HIV), and how they can be tested</p>	<p>Can describe some of the features of a healthy and positive friendship or family relationship.</p> <p>Can identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Understands that relationships, including marriage and civil partnership, can be between people of any gender.</p> <p>Can describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Can identify some of the advantages and disadvantages of different forms of contraception for different individuals.</p> <p>Understands that viewing pornography can have</p>	<p>Kinship Carers, Civil Partnership, Age of Consent, Contraception (Condoms/STIs), Sexual Health Services, Harms of Pornography.</p>



### PHSE Framework

				do not want to do or do not like and can identify who to tell about this.  Can identify some simple ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).	Knows how and when to access sexual health services.	ongoing harms and where and how to access help if concerned.  Can identify different reliable sources of support regarding relationships, sex and sexual health and how to access them.	
CG5 – Long term relationships and parenthood	Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood.	Identify adults we know who are in a long-term relationship (e.g. married, in a civil partnership, living together, engaged).  Can identify some key features of being in a family.	Understands that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples make together  Understand what the terms ‘adopted’, ‘fostered’, or ‘looked after’ means in terms of families.  Understands that some relationships will end—meaning that a couple don’t go out together, or live together anymore.  Can identify whom we can talk to if we’re worried about relationships changing/ ending.	Understands there are differences between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.  Can identify some of the responsibilities of being a parent.  Understands there are different ways a person can become pregnant, including assisted conception, donor conception.  Beginning to understand the possible reasons why people might choose to adopt or foster children or young people.  Knows that no-one can be forced to marry someone and that forcing someone to do this is a very serious crime.	Can identify some possible reasons for assisted conception, donor conception and surrogacy.  Understands that people have choices and what these are, in the event of an unintended pregnancy.  Understands what abortion or termination of a pregnancy means.  Identify reliable, unbiased sources of support and explain how to access them.  Knows that relationships might be ended (e.g. divorce, separation, or bereavement).	Can discuss some of the beliefs and opinions about pregnancy, adoption and termination.  Can identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.  Can identify strategies that people who are experiencing the end of a relationship might use to manage their feelings.	Adoption, Fostering, Assisted Conception, Surrogacy, Unintended Pregnancy Choices, Termination/Abortion Law.
Healthy Lifestyles							
HL1 – Elements of a Healthy lifestyle	Respond to stimuli about some of the different kinds of relationships there are within families.	Can identify different types of relationships.  Can identify the people who make up our family.	Can describe different types of family.  Recognises others’ families in school may be different from their family.	Can identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.	Knows that two people in a long-term relationship might live together or be married (or in a civil partnership) and that they may or may not have children.	Can identify the features of a healthy and positive friendship or family relationship.  Knows whom to tell if something in our family life	Healthy choices.



## PHSE Framework

				Understands that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.	Can identify some of the roles and responsibilities of parents and carers.	makes us unhappy or worried.  Understands that relationships, including marriage and civil partnership, can be between people of any gender.	
HL2 – Mental wellbeing	Respond to stimuli about things we like to do which make us feel calm and relaxed.	Can identify the feeling 'worried'  With support, can choose things that help them feel better when we feel worried or stressed.	Begin to understand what mental health and emotional wellbeing are.  Can identify some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).	Beginning to understand the link between physical health and mental wellbeing.  Can identify some signs that they might need help with their mental health and who to go to	Can describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.  Can identify ways they can help friends or family who might be feeling stressed or unhappy.	Can identify reliable sources of advice and support for mental health and emotional wellbeing.  Can identify some strategies for challenging stereotypes and stigma relating to mental health.	Grief, Loneliness, Social Isolation, Stigma Challenge, Mental Health Strategies.
HL3 – Physical activity	Respond to stimuli about different kinds of physical activity and exercise.	Can identify different kinds of physical activity and exercise.	Can identify their favourite forms of physical activity and exercise.  Can identify some of the benefits of being physically active, and possible consequences of inactivity.	Can describe some of the physical and mental health benefits of regular exercise.	Understands some of the long-term benefits of regular physical activity and exercise.	Describe the challenges that can prevent us from exercising and identify strategies to overcome them.	Inactivity Consequences, Physical/Mental Health Link, Barriers to Exercise, Long-term Benefits.
HL4 – Healthy eating	Respond to stimuli about different kinds of food and drinks.	Can identify their favourite foods and drinks.	Can describe their favourite foods and drinks and give reasons why they like them.  Can identify some foods we can eat all the time which are good for us.  Can identify some foods that should only be eaten occasionally.	Understands what is meant by a healthy, balanced diet.  Beginning to understand what makes some foods better for our health than others.	Can identify some of the long-term benefits of a healthy diet.  Can identify some of the risks of consuming food and drinks with high sugar or caffeine content.	Can discuss with an adult some of the influences on our food choices and strategies for managing these influences.	Balanced Diet, Caffeine/Sugar Risks, Influence Management, Long-term Health.
HL5 – Body image	Respond to stimuli showing different images of young people.	Can describe some different images of young people in pictures, magazines, TV programmes and social media.	Can express thoughts and feelings about how different bodies are portrayed in the media.	Can identify some ways in which images of people may be manipulated in the media/social media  Understands why some people might want to	Understands some of the influences on young people to look a particular way, and the impact of these on emotional wellbeing.  Understands what is meant by self-esteem and beginning to identify some ways we can	Can identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).  Understands why advertisers might use manipulated images and	Aesthetic Procedures (Tattoos/Tanning/Cosmetic), Manipulated Images, Self-esteem, Body Positivity.



**PHSE Framework**

				change the way they look. Understands what is meant by body image.	maintain self-esteem in relation to body image.	how recognising this might influence our responses.	
<b>HL6 – Body Image</b>	Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.	Shows awareness of what is meant by a ‘medicine’.	Recognises the difference between over-the-counter medicines and those prescribed by a doctor.	Can identify some examples of over-the-counter medicines and when we might use them (i.e. painkillers for a headache)	Understands the importance of taking over the counter and prescribed medicines correctly.	Understands that all drugs can have risks to health, even if they are legal or have been prescribed.	
<b>HL7 – Medicinal drugs, Drugs, alcohol and tobacco</b>	Respond to stimuli about taking care of our body.	Can identify some substances people might swallow, drink or inhale that could be harmful to their health.  Beginning to understand what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.	Can identify some common legal drugs (e.g. nicotine and alcohol).  Understands that there are special rules (laws) around the selling and consumption of nicotine and alcohol.  Can identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.	Understands that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.  Can identify some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.  Knows when, why and how to ask for help in relation to drugs and alcohol.	Understands how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.  Understands pressure to use substances can come from a variety of sources, including people we know, and who they can go to for help.  Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.	Can discuss the long term personal and social risks of substance misuse.  Understands what is meant by someone having a ‘habit’, or ‘addiction’ in terms of substance misuse.  Can identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.	Vaping, Nicotine Addiction, E-cigarettes, Habit vs. Addiction, Legal Consequences of Possession/Supply.
<b>The world I live in</b>							
<b>WILI1 – Diversity, rights and responsibilities</b>	Respond with interest to stimuli about the ways in which people can be the same and also be different.  Respond with interest to stimuli about rules and routines there are in school.	Can identify some of the similarities and differences between young people of our age.  Can identify some of the rules in school, at home and in the wider world.	Can identify some of the similarities, differences and diversity among people of different race, faith and culture.  Beginning to understand what is meant by rights and responsibilities.	Can identify things that we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).  Can identify some of the different kinds of rights and responsibilities we have in and outside school.	Understands the benefits of diversity for our friendships and our community.  Understands that stereotyping is unfair and beginning to understand why  Knows that everyone has ‘human rights’ and that the law protects these rights.  Can identify some of our rights to different opportunities in both education and work.	Understands that different cultures and faith groups have the right to practise their customs and beliefs within British law.  Understands how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.  Knows how to safely challenge stereotyping or discrimination when we witness or experience it.  Can identify whom we can talk to if we are worried about our rights or those of other people.	British Values, Human Rights, Equality Act, Cultural Diversity, Challenging Discrimination.



### PHSE Framework

<p>WILI2 – Managing online information</p>	<p>Respond with curiosity to stimuli about online advertising.</p>	<p>Understands that not everything we see online is 'real' or 'true'.</p>	<p>Recognises that advertising online is targeted at individuals.</p> <p>Understands that not everything we see or read online is trustworthy;</p>	<p>Can identify simple steps to take to check if something we see online is trustworthy.</p>	<p>Understands that information from our internet use is gathered, stored and used by external organisations.</p> <p>Can identify organisations/websites that can help us or other people with concerns about something seen or experienced online.</p>	<p>Understands the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p>	<p>Artificial Intelligence Use, Fake News, Disinformation, Misinformation, Theft</p>
<p>WILI3 – Taking care of the environment</p>	<p>Respond with curiosity to stimuli about the natural environment.</p>	<p>Can identify living things that people can care for (e.g. house plants, pets, gardens).</p>	<p>Can demonstrate different ways of showing compassion to other living things (e.g. wildlife, pets).</p>	<p>Understands that they have shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p>	<p>Understands the way that every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).</p>	<p>Can identify feelings and values in relation to climate change and the environment.</p>	<p>Climate Change, Compassion for Living Things, Sustainability, Personal Responsibility.</p>
<p>WILI4 – Preparing for Adulthood</p>	<p>Respond to stimuli about adult life. Respond to stimuli about the different jobs adults do in school.</p>	<p>Can identify different types of living arrangement, including adult care, residential care and living independently. Understands what is meant by having a 'job'.</p>	<p>Recognises that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>Recognises that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements.</p> <p>Can identify different jobs that family members, friends and people in the community may do.</p>	<p>Can describe their aspirations for adult life (which may or may not include employment and independent living).</p> <p>Can describe the kind of job they might like to do when they are older.</p> <p>Understands 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>Demonstrates skills for independent living (e.g. safe travel, shopping and meal preparation).</p> <p>Can identify what strengths, skills and qualifications someone they might need to do the jobs that interest them.</p> <p>Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p>	<p>Can identify some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p>Can demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills).</p> <p>Understands how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>Can identify people and organisations that can provide advice and support for our future employment.</p>	<p>Independent Living, CV Writing, Personal Independence Payments (PIP), Employment Law, Interview Skills.</p>
<p>WILI5 – Managing finances</p>	<p>Respond with curiosity to adult modelling of the uses of money.</p>	<p>Describe in simple terms what money is and how it is used.</p> <p>Understands that money we get from cash machines or through 'cashback' in the</p>	<p>Can identify different ways in which people might acquire money.</p> <p>Can identify some ways that money can be kept safe.</p>	<p>Understands what is meant by earning, spending, and saving money.</p> <p>Can identify some ways in which we are encouraged to spend money, including online.</p>	<p>Knows what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).</p> <p>Can identify the difference between essential and luxury purchases.</p>	<p>Understands what is meant by 'debt' and 'credit'.</p> <p>Can identify some simple examples of what is meant by 'value for money'.</p> <p>Understands the benefits and identify different</p>	<p>Financial Grooming/Exploitation, Debt vs. Credit, Budgeting, Scams, Value for Money, Consumer Rights.</p>



### PHSE Framework

		supermarket etc. is our money.		Beginning to understand the consequences of losing money or spending more than we have.	Beginning to demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as they become more independent.	methods of saving for the future.  Knows what they can do if something they buy is faulty or they want to return it (our legal rights).  Demonstrate enterprise skills (e.g. participation in a mini enterprise project).	
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