

PSHE – 2.0 Living in the Wider World

KS1-4: This document is to be used alongside *personalised* targets drawn from PSHE Skills Based Curricula: Managing Relationships, Self-Confidence and Awareness, Managing Feelings. We gain *coverage* of the Governments Guidance areas through a 2 year spiralised curriculum. It is recommended that you always start with Topic 2.1, then work with class priorities into the second half-term. Ideally, ‘**Odd**’ Topics (2.3) are to be prioritised in academic years starting with ‘**odd**’ numbers (2021-2022) and ‘**even**’ Topics (2.2) are covered in ‘even’ years (2022-2023). As always, these are flexible to the needs of classes and should be personalised according to age and stage of the student's development.

Elicitation activity – In the first session, revisit the ground-rules and share the Topics that are relevant to your students. Those who can, may enjoy ordering them according to what they would like to learn about most. Otherwise, it may insightful to do it as an activity for team-meetings to make sure *everyone has a voice*. At this point, you will need to remove the Topics that are not relevant to the academic year, unless there is a significant need to cover it and share results with the class to make their voice valued in our *Student Lead Curriculum*.

Areas marked with an * may need additional parent consultation.

Topic Area	Yellow	Pink	Purple	Blue	Turquoise	IDEAS AND RESOURCES	By the end of Primary (mainstream expectations)	By the end of Secondary (mainstream expectations)
2.1 Keeping Safe Online and in the Wider World (links to Preparing for Adulthood outcomes at KS4+)	<p>Respond with curiosity to adult modelling of different ways that people communicate with each other.</p> <p>Respond with curiosity to stimuli from ipads and laptops.</p> <p>Respond to online communication, e.g. video call or video story. Demonstrate simple ways of communicating your choices to others.</p>	<p>Name some ways that we use to communicate, including online.</p> <p>Recognise that there are some risks when communicating online.</p> <p>Recognise that other people's identity online can be different to what it actually is in real life.</p> <p>Identify things that you should never share online without checking with a trusted adult first.</p> <p>Identify some benefits of balancing time on electronic devices with other activities.</p> <p>Describe what keeping safe online means.</p> <p>Describe what to do, including getting help, if you see or are sent upsetting or inappropriate online content.</p> <p>Understand why some people need to be reported.</p> <p>Show how to report people online.</p>		<p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p> <p>Explain what to do if you're not sure if someone online is really who they say they are.</p> <p>Recognise that there may be people online who do not have our best interests at heart.</p> <p>Explain how what we post online might affect ourselves or others.</p> <p>Identify whom you can talk to, or report concerns to, if someone asks you for, or sends you, an image or information that makes you feel uncomfortable.</p> <p>Explain what 'personal data' is.</p> <p>Recognise that personal data can be collected online, and used, for example, to determine what information and advertising we are shown.</p> <p>Explain why radicalisation exists online.</p> <p>Name strategies used to groom people online and how to safeguard against them.</p>		<ul style="list-style-type: none"> • BBC chatguide • Google Be Internet Legends digital Wellbeing lesson plans and resources • CBBC Stay Safe • Thinkuknow - home • NSPCC internet safety • Net Aware • CEOP – how to report sexual abuse • Know your friends with Josh and Sue • https://www.net-aware.org.uk/send-online-safety-hub/ • Sort your personal information into 'public' and 'private' and discuss • Role play, e.g. what to do if someone is spending too much time on their ipad – what could happen, how could friends help? 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

Topic Area	Pre-Formal	Semi-Formal	Formal	IDEAS AND RESOURCES	By the end of Primary (mainstream expectations)	By the end of Secondary (mainstream expectations)
<p>2.2 Social Media</p> <p>(links to Friends, Relationships and Community Preparing for Adulthood outcomes at KS4+)</p>	<p>Recognise and respond to pictures of themselves and close family on a screen.</p>	<p>Explain what social media is and how people use it.</p> <p>Describe some ways in which social media can be used in a safe and positive way.</p> <p>Identify what you should do before you 'like' or 'share' on social media and how this helps to keep you safe online.</p> <p>Identify some possible risks of using social media.</p>	<p>Explain rules for keeping safe when using different social media platforms.</p> <p>Explain how some behaviours on social media might damage friendships and relationships.</p> <p>Explain some steps you can take to take care of your own and other people's safety and wellbeing when using social media.</p> <p>Recognise the importance of stopping and thinking about the possible consequences for yourself or others before posting something online.</p> <p>Name the basic rules for using social media, including age restrictions and why they exist.</p>	<ul style="list-style-type: none"> • Thinkuknow - home • THINK before you post drama / role play exploring what could happen; True, Harmful, Illegal, Necessary, Kind • Think before you post (kidscape.org.uk) • Take care of your digital footprint - Childline <ul style="list-style-type: none"> • Ask Sam Childline 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

<p>2.3 Managing Pressure</p> <p>(links to Friends, Relationships and Community Preparing for Adulthood outcomes at KS4+)</p>	<p>Recognise and respond to stimuli that are not a preferred choice.</p> <p>Express when they do not want to do something.</p>	<p>Identify some of the ways in which people can put pressure on you, including online.</p> <p>Identify different types of bullying (including online) and what the impact of bullying might be.</p> <p>Identify ways to ask for help if you are being bullied, including online.</p> <p>Identify when people are suggesting bad choices.</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 us if you or someone you know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Explain what radicalisation is and how it can be prevented.</p> <p>Name strategies that can prevent others from adding pressure.</p>	<ul style="list-style-type: none"> • SOS Global Online Safety workshops • Bullying online website with help, advice and an email facility • Mental wellbeing Overview PHE School Zone 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to critically consider their online relationships and sources of information including awareness of the risks associated with people they have never met. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • what to do and where to get support to report material or manage issues online. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
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2.4 Managing online information (links to Friends, Relationships and Community Preparing for Adulthood outcomes at KS4+)	<p>Respond with curiosity to stimuli about online advertising, e.g. showing a preference for a favourite product.</p> <p>Begin to recognise that not everything you see online is 'real' or 'true'.</p>	<p>Recognise that not everything you see or read online is trustworthy; that some things are not real and are fake.</p> <p>Describe simple ways you can check if something you see online is trustworthy (e.g. who made the video, how new is the account?).</p>	<p>Recognise that advertising online can be targeted at individuals.</p> <p>Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p> <p>Recognise that information from your internet use is gathered, stored and used by organisations.</p> <p>Identify organisations/ websites that can help you with concerns about online activities.</p> <p>Identify some of the techniques that advertisers might use to get your attention or persuade you to believe something is true and why they do this.</p>	<ul style="list-style-type: none"> • Childnet online safety activities • BBC – help students spot fake news • Create your own targeted advert for people in your class/ another class (this could be a video on the school network sent via email as a link) 	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. • how information and data is shared and used online. 	<ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

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<p>2.5 The world we live in –Jobs people do</p> <p>(links to Employment Preparing for Adulthood outcomes at KS4+)</p>	<p>Respond to stimuli about the different jobs adults in school can do.</p> <p>Identify some different jobs that people you know do.</p>	<p>Identify different adults who work in school and what they do for their jobs e.g. teacher, reception, maintenance.</p> <p>Describe a range of jobs that people might have and the qualities they might need to do them.</p> <p>Identify a job you might like to do in the future.</p> <p>Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the work they do helps people.</p>	<p>Explain how your strengths, qualities and things you learn in school might link to possible future jobs.</p> <p>Identify jobs people do in the wider community.</p> <p>Explain how the work people do helps you live in a better community.</p>	<ul style="list-style-type: none"> • A talk/video from a visitor with a specific job • Role play with uniforms • Visit you school website, name the staff and what they do at school • Thank-you cards for people in the school or wider community • Search for a job on Disability Jobsite • Take the UCAS job quiz • https://www.inspiringthefuture.org/schools-and-colleges/supporting-sen-students/ Aspiring SEN Videos for employment. 	<ul style="list-style-type: none"> • No government expectation in PSHE documentation, so TBC 	<ul style="list-style-type: none"> • No government expectation in PSHE documentation, so TBC

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2.6 The world we live in – Money (links to Independent Living Preparing for Adulthood outcomes at KS4+)	Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell.	Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe. Identify where you may get money from and why (e.g. having a job, presents from relatives or pocket money from a family member). Identify things you (or adults you know) might spend money on, such as housing, food and clothes.	Identify what ‘need’ and ‘want’ mean, in relation to spending money. Give some simple examples things you ‘need’ vs. things you ‘want’. Explain what it means to save money and why you might do it. Explain what ‘afford’ means (in the context of money). Identify possible consequences of losing money for yourself and for others. Explain what you can do if you lose money.	<ul style="list-style-type: none"> Go online and find out the price of homes to rent, a week’s grocery shopping . Use an online budgeting tool 5-8 Students MoneySense (mymoneysense.com) 	<ul style="list-style-type: none"> No government expectation in PSHE documentation, so TBC Links to Maths – Money.	<ul style="list-style-type: none"> No government expectation in PSHE documentation, so TBC Links to Maths – Money.
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2.7 Diversity and British Values (4th week in June)	Respond to stimuli about different relationships you or others may have in their world. Demonstrate positive ways you could let others know how you are feeling.	Identify when people are being kind or unkind. Identify how to treat yourself and others with respect. Engage with unfamiliar language to describe people. Recognise that they can identify as British when filling in personal information.	Recognise that positive relationships grounded in respect and tolerance. Recognise when others are being treated unkindly. Recognise and respond to bullying and hurtful behaviour. Engage in conversation about positive role models from the LGBTQIA+ society. Understand how the world is non-binary and	<ul style="list-style-type: none"> Diversity week main hub - School Jotter - Learning (schooljotter2.com) https://www.toolkit.justlikeus.org/ Stonewall lesson plans (LGBTQ+) Home - LGBTQIA+ Early Years (lgbtqearlyyears.org) Youtube diversity https://www.common sense media.org/articles/youtube-kids-channels-with-diverse-representations The pillars of Fundamental British Values: <ul style="list-style-type: none"> Democracy Mutual Respect and tolerance Individual liberty The rule of Law 	Pupils should know: <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. 	Pupils should know: <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual

Commented [JW1]: Included new Topics of Diversity.

			<p>many cultures have recognised this for centuries.</p> <p>Develop a deeper understanding of what being British means.</p> <p>Understand the options when filling in personal information forms.</p>		<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
Topic Area	Pre-Formal	Semi-Formal	Formal	IDEAS AND RESOURCES	By the end of Secondary (mainstream expectations)	
2.8 Citizenship (KS3+)	<p>Respond to familiar places and people.</p> <p>Initiate activities relating to being part of a community.</p> <p>Show resilience to social stories about our country.</p>	<p>Begin to understand why people vote.</p> <p>Identify the difference between liberties and restrictions.</p> <p>Engage with making and respecting rules.</p> <p>Can help improve their community.</p> <p>Can use money for a transaction.</p> <p>Able to use their freedom of speech to express a view.</p> <p>Explore other countries and their governments.</p> <p>Show an understanding of Laws that keep people safe in our country.</p> <p>List ways they can be a good citizen in a community online or in person.</p>	<p>Organise votes as part of a democracy.</p> <p>Debate why liberties are important.</p> <p>Plan and show understanding of the need for a rules-based society.</p> <p>Can plan improvements to their local community and reasons for them.</p> <p>Understand how to save and get into debt.</p> <p>Can debate for or against a topic of debate.</p> <p>Understand the options when filling in personal information forms.</p> <p>Can identify similarities and differences between governments of different countries.</p> <p>Link Laws in our country to the safety of all who live here.</p> <p>Show ways they can be a good citizen in a</p>	<p>https://nearpod.com – Email Jamie Wright for login – Hosted lessons online.</p> <p>https://ideas.classdojo.com – Focus on what makes a good citizen.</p> <p>www.shorturl.at/jopxG - Twinkl Citizenship link.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the operation of Parliament, including voting and elections, and the role of political parties the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities the functions and uses of money, the importance and practice of budgeting, and managing risk parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world human rights and international law the legal system in the UK, different sources of law and how the law helps society deal with complex problems diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity 	

			community online or in person.		income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
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