UKS2 PSHE Curriculum

	Autumn		Spring		Summer	
Year A	**Friendships, stereotypes and bullying**	**Positively engaging with our world**	**Mental health and wellbeing**	**Embedding healthy habits and learning first aid**	**Respecting boundaries**	**Managing money and online spending**
Year B	**Drug education: assessing risk and managing influences**	**Safe connections online**	**Mental health and wellbeing**	**Changes in puberty (and sex education)**	**Developing our AI literacy**	**Looking to the future**

Year A

	Key Questions ***Big Questions***	**National Curriculum Coverage**	**Subject specific skills and knowledge development**	**Key Tasks**	**Key Vocabulary**
Autumn 1 **Friendships, stereotypes and bullying**	Why do we need rules? How can I resist peer pressure? What might make someone feel excluded?	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security,	identify some of the differences between friends, what they might have in common, and what brings them together describe the benefits of friendship and being part of a group, and identify ways to include others explain what might make someone feel excluded and how to support them explain the benefits of friendship and the positive impact it can have identify different types of friendships, including how	What makes a friendship: consider similarities and differences between two friends, and what brings them together. Feeling excluded: respond to a storyboard about a character feeling excluded. Different types of friendship: consider some different types of friendship and the positive aspects that friendship can bring. Changing friendships: respond to a scenario about a friendship going through changes and suggest how the friendship could be maintained.	Rules, ground rules, respect, safe, opinion, included, excluded, wellbeing, respectful, disrespectful, communication, bullying, verbal, physical, impact, online, social, peer influence, prejudice, stereotype, typical, behaviour, characteristics, assumptions, discrimination, persuasion, pressure, vulnerabilities, extremism, extremist,

		including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	they might change over time describe the importance of communicating respectfully in friendships, including online, and strategies to do this identify different types of bullying, including online describe the role of peer influence and how to manage this in relation to bullying explain the impact of bullying on someone, and how to safely report and seek support for bullying, if it is witnessed or experienced identify what a stereotype is explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings suggest positive actions to challenge stereotyping describe some of the ways in which people may be influenced by others explain what is meant by prejudiced or extremist views	Different types of bullying: match definitions with the descriptions of different types of bullying. Peer influence and bullying: read a cartoon strip about bullying and peer influence, and suggest how a character could have acted differently. Helping someone: consider the impact of bullying on someone's emotions and their everyday life, and then suggest the potential signs that someone is experiencing bullying. Different types of stereotyping: compose sentences which reflect their understanding of stereotyping. The impact of stereotyping: consider the effects of stereotyping, including on people's behaviour, aspirations and feelings. Challenging stereotypes: small groups, use strategies to challenge comments that show stereotypical thinking. Different kinds of influence: complete a zones of influence activity to show the different influences in the life of a child their age. Negative influences: define 'prejudice' and 'extremism' and discuss how someone who holds extremist views might influence others.	

			identify different ways to manage negative influences describe where, when and how to seek support for themselves and others because of worries about prejudice or extremism describe some of the ways in which people may be influenced by others explain what is meant by prejudiced or extremist views identify different ways to manage negative influences describe where, when and how to seek support for themselves and others because of worries about prejudice or extremism	What to do in tough times: identify actions characters might take when they encounter extremist views.	
Autumn 2			Describe how news stories can affect people's feelings	Explore news stories and the feelings that they can create in someone.	Intense, feelings, conflicting, manage, respond,

Positively engaging with our world	How can the news impact our feelings? How can we spot fake news/images? What responsibilities to we have to take care of the environment?	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. How to understand the information they find online, including from search engines, and know how information is selected and targeted. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Suggest ways to manage emotional responses when interacting with the news Recognise why it is not appropriate to share personal (private) information as news Explain how to report concerns, ask for support or seek advice in relation to news stories Explain what fake news is and why it is created Identify what questions to ask and what checks to make to decide whether a news report is fake or real Infer how a fake news story may affect someone's emotions and behaviour Give reasons why fake news can be harmful Identify how to recognise online targeting Recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with Explain how someone's online choices (such as	What to do: explore strategies to support feelings. Write a class code of conduct for journalists to follow. Investigate two news stories in detail by questioning the source and checking the coverage. Pupils use the evidence and clues provided to work out which news story is fake and which is real. In pairs, play Hook the reader. Discuss how this reflects how content is chosen based on what viewers have watched before, to keep people engaged for as long as possible. Story 'Dear Earth' – discuss how nature can help wellbeing. What might someone think or feel: explore biodiversity. Investigate how people's actions can impact the environment. The power of community: how are these communities helping to look after their local environment and tackle climate change? A. Planting more trees B. Community fridges C. Planning ways to manage flooding	appropriate, proportionate, excited, worried, angry, upset, devastated, shocked, pleased, internet, social media, deliberate, manipulated, reliable, unreliable, likely, unlikely, cookies, targeted, data, information, nature, emotions, climate change, biodiversity, wellbeing, landfill, waste, reduce, reuse, recycle, community, respond, respectful, views

			their search history and profile) affect the type of information targeted at them Describe how online targeting can be used to influence someone's beliefs, actions and choices Describe how nature and time outdoors can help Someone's mood and wellbeing identify some different emotions people might experience in response to climate change evaluate strategies that can help with strong emotions about climate change escribe how people's actions can affect the environment explain some everyday actions that people can take to help look after the environment identify some factors that might influence people when trying to make more sustainable choices Assess the role that communities can play in helping to look after the environment		

			demonstrate how to listen and respond respectfully to others describe positive actions people can take in their communities to look after the environment and help tackle climate change		
Spring 1 **Mental health and wellbeing**	How can I support my emotional wellbeing? How can I recognise if I need to ask for support?	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Describe and differentiate a wider range of emotions describe parts of the brain that help people notice thoughts and emotions explain how noticing thoughts and emotions helps someone to manage them describe which parts of the brain are involved in noticing, evaluating, and managing distractions identify internal and external distractions and explain how these can make someone feel evaluate strategies to manage unhelpful	Different emotions: explore how characters might be feeling in different scenarios. Managing emotions: support characters manage their emotions. Explore distractions: identify the character's distractions and what strategies they could use to minimise these. Explore changing thinking habits to positive thoughts. Two character scenarios – who is worrying and who is ruminating. Play brain dominoes – sequencing links between thoughts, feelings and behaviour. Sign posting support for a fictional character.	Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts, distractions, internal, external, rumination, worry, sensory focus activities, reactivity, strategies

		How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.	distractions and explain how using these can support someone's mental wellbeing Identify positive, neutral and negative thinking habits explain how changing thinking habits can support mental health and wellbeing explain what brain plasticity is and how it can help change thinking habits assess strategies to manage unpleasant experiences identify the similarities and differences between rumination and worry explain what reappraisal and sensory focus activities are, and how they affect the brain describe how these can be used to support wellbeing explain what reactivity is and identify strategies to help with responses		

			explain what happens in the brain when these strategies are used assess the impact of managing reactions and responses on long-term wellbeing		
Spring 2 Embedding healthy habits and learning first aid	Why do I need to protect myself from the sun's rays? How can I prevent gender stereotypes in physical activity? Why is it important to know how to make an emergency call?	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	explain that it's UV, not heat, that harms skin and eyes. check the UV Index and understand protection is needed when it reaches 3+. choose and demonstrate the right actions: shade, clothing, hat, sunglasses and SPF 30+ sunscreen. apply sunscreen correctly and reapply when needed. plan how to stay sun-safe for playtime, PE and sport. understand that protecting skin helps prevent sun damage and skin cancer later. Acknowledge the barriers girls may face when participating in sport.	Sun safety scenarios Learning how to apply sunscreen Explore physical activity and barriers such as gender stereotyping. Design an action plan to support girls' in football. Identifying whether a scene is safe. Spot the hazards picture. Rehearse how to make an emergency call. Explore what asthma is. Make a set of paper lungs to understand the anatomy of respiratory system. What might trigger an asthma attack investigation. Watch video clip how to recognise support someone experiencing an asthma attack.	sun, safe, benefits, harmful, protect, UV rays, , calmly, reassure, casualty, emergency operator, 999/112 , incident, location, scenario, injuries, landmarks, identification, information, hazards, awareness, accident prevention, assistance, airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate, safety, minor, severe, skull, bleeding, brain, confusion, seizure, vomiting, fracture

			Explain why it is important to create safe spaces and tell positive stories about women's sport. Design an action plan for increasing girls' confidence in football, with a focus on allyship for boys be able to understand that it is important to ensure the safety of myself and others in the event of an emergency be able to assist in an emergency by correctly calling for help be able to explain the information I need to give to emergency services if they are called to an incident. be able to identify a casualty who is having an asthma attack be able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma be able to seek medical help, if required, for someone who is having an asthma attack.	Watch head injuries video. Look at different injury scenarios and decide how to manage and administer first aid skills.	

			be able to identify a minor or major head injury be able to give first aid to a casualty who has a head injury be able to call for help for a casualty who has a head injury.		
Summer 1 **Respecting boundaries**	Why do I need to respect other people's feelings or beliefs?	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	identify situation where permission needs to be asked for give examples of how to ask for, give, or not give permission explain why asking for permission is important in different situations explain what is meant by 'personal space' and 'personal boundaries' and why these are important describe how boundaries might be different for different people or in different relationships, e.g. with friends, family, at school or online identify what might make someone feel uncomfortable and what they	When should we ask: review short scenarios to decide when permission needs to be asked for. Consent storyboard: Pupils create a consent storyboard demonstrating how people can ask for, give and not give permission. What if? Pupils think/pair/share in response to different 'what if' scenarios. Parallel lines: In parallel lines, pupils practise recognising and affirming personal boundaries. Exploring boundaries: Pupils organise cards onto a grid, thinking about appropriate boundaries for families, friends, and the wider community.	Permission, asking, consent, yes, no, maybe, personal space, personal boundaries, permission, respect, appropriate, inappropriate, touch, permission, personal boundaries, feelings, illegal, female, genital, mutilation, abuse, harm.

		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	could do, or who they could go to for help and support identify differences between appropriate and inappropriate touch explain strategies for responding to unwanted physical contact identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal explain why reporting FGM might feel difficult but why it is so important explain how to tell someone if they are worried about the risk of FGM for themselves or others	Giving advice Pupils choose a character and give advice about their personal boundary situation. Types of touch: sort cards with types of touch to demonstrate differences between appropriate and inappropriate touch. What does it feel like: suggest how someone feels physically and emotionally when touch is appropriate or inappropriate. Responding to touch: read a scenario and discuss how the character might respond to the inappropriate touch they experience. Getting help: reflect on how the character could get help and what might support her to do so. Recognise other people's bodies belong to them and should be respected. Describe how to challenge language and behaviours that are unacceptable. Identify when it is right to break a confidence or share a secret. Explain how to get help for them or a friend. Sort different types of behaviour into respectful, not or depends. Help pupils know when it is appropriate to share a secret.	

				Fact hunt: facts spread around the classroom about FGM. How to report: who to speak to etc.	
Summer 2 **Managing money and online spending**	How can I manage my money? What is the difference between needs and wants? How can I protect myself from money scams?	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	explain how the decisions someone makes about their money might affect their feelings explain how and why money worries can have an impact on emotional wellbeing identify sources of information and support identify different influences on people's spending and how these can be managed describe how companies encourage people to buy products, goods or services explain what should be considered before making a decision to buy a product or service explain how spending choices can affect others and identify ways to make positive spending decisions explain risk in relation to gambling	Spending money scenarios: explore how each character chose to spend their money. Then the emotional impact of their choices. Pupils discuss gambling and respond to questions in relation to the dilemma Pupils discuss what might influence a person to gamble and what makes them more likely to win or lose Quiz: what might young people spend their money on. Exploring the pressure and influences on young people to spend money. Using a grid of emotions, ask pupils to identify emotions associated with online spending. Pupils explore how a character's emotions change over time, based on their experience of spending money online. Pupils suggest who the character might speak to for help and how to overcome barriers to doing so.	Impact, loan, emotions, benefits, feelings, budget, consumer, influence, goods, services, products, political, ethical, environmental, value, gambling, winning, losing, influences, spending, debit card, data, pop-ups, wellbeing, spending, subscriptions

			identify how winning and losing can affect a person's feelings and what makes someone want to take the risk describe what can influence someone to gamble or feel pressure to do so recognise who to ask for help if concerned about gambling or the pressure to do something like gambling identify what young people might spend their money on online evaluate influences on spending choices describe how to manage influences to spend money when online identify the range of emotions experienced when spending money online explain how spending decisions can affect wellbeing over time explain where and how someone can get help and support if they encounter spending problems online		

Year B

	Key Questions ***Big Questions***	**National Curriculum Coverage**	**Subject specific skills and knowledge development**	**Key Tasks**	**Key Vocabulary**
Autumn 1 **Drug education: assessing risk and managing influences**	How does sensible use of medicines support health and wellbeing? How do vaccinations help prevent the spread of diseases?	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	describe how medicines, when used responsibly, can support health and wellbeing explain how preventative medicines such as vaccinations can stop disease from spreading explain the safe use of medicines to help manage illness and allergies identify where to find further advice and guidance about the correct use of medicines explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use recognise that drugs have laws related to them and that some drugs are illegal to own, use, intend to give, or give, to others	Play the vaccination card game to understand the affects of vaccination in preventing diseases. Drugs, affects and risks cards/ drug scenarios. Diamond nine influences Analysing media messages	Vaccination, prescription, insulin, EpiPen, asthma, allergy, drug, substance, law, habit, legal, illegal, influence, peer, passive, pressure, aggressive, assertive, media, marketing, advertising, social media, messages, information

			analyse the level of risk in different situations, identifying ways explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; and where to report any concerns they have explain why people may choose to use or not use a drug,and the different factors that might influence them analyse what is most likely to influence a person to use or not use a drug describe strategies for managing peer influence in situations that might involve drugs explain how to ask for help from a trusted adult if they have any worries about drugs and why this is important identify mixed messages in the media in relation to tobacco, vapes and alcohol analyse key messages, suggest who they are targeted at and why		

			describe how these messages might affect a person's thoughts, feelings and actions explain what would help a person to make informed decisions about health, and where they could find reliable information		
Autumn 2: **Safe connections**	How can I keep myself safe online? What are the risks from socializing online? How can I recognise a scam?	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting 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 impact of their online behaviour on others, and	Approaches the subjects of online exploitation and abuse in a realistic and age-appropriate way, allowing pupils to learn skills and strategies to recognise, manage and respond to risks they might encounter online. Explore healthy relationships, the influence of personal values, the benefits and risks of socialising online and the importance of privacy protection. Explain what online fraud is and identify and analyse examples of scams Describe the importance of protecting personal information and data online Explain why age restrictions for online game can help to	Watch video of Alfie – analyse what he has done to protect his privacy online. Identify your support circle if something goes wrong. Identify helpful ways of going online advice letter. Recognising manipulative tactics online. Play two truths and a lie to recognise that not all things we see online are true. Play fraud card sort – how likely a scenario is to happen in real life. Looking for evidence that a website or email is from a trusted source.	Online, internet, worried, scared, danger, safe adults, share, permission, consent, photo, image, personal information, private, film, programme, age-appropriate, child friendly, family friendly, rules, safe choices, BBFC, age-rating symbol, film, show, parental controls, safe viewing choices

		how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.	keep us safe and prevent fraud Recognise ways to stay safe online and report concerns about online fraud		
Spring 1	How can I help support my friends when their emotional wellbeing is struggling?	The importance of promoting general wellbeing and physical health.	Analyse the pleasantness of different emotions and how energised they can make people feel	Plotting emotions within a scenario.	Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings,

Mental health and wellbeing		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.	explain how noticing and naming emotions can help someone manage them assess the impact of noticing and managing emotions assess how helpful internal and external distractions are and evaluate different strategies for managing them identify parts of the brain that are activated when someone is distracted describe how focusing on goals can help to manage distractions and support wellbeing what negativity bias is and how it can be managed explain how brain plasticity, including strengthening the reward system, can support wellbeing evaluate how different strategies can help someone to develop positive thinking habits describe the effects of rumination and worry on someone's emotions and behaviour evaluate strategies for managing rumination and worry	Noticing and managing emotions with a distancing character. Scenario noticing distractions. Negativity bias activity. Head, heart hands worry activity. Managing stress activity. Change and loss scenarios – all the different ways people can be affected.	helpful thoughts, unhelpful thoughts, distractions, positive affirmations, reactions, responses, change, loss, permanent, temporary, grief, bereavement,

			explain why brain plasticity is important in managing rumination and worry explain how the body and brain respond to stress evaluate strategies for managing stress explain how practising these strategies can help reduce stress and support long-term wellbeing explain a range of ways that loss, bereavement and feelings of grief might affect someone describe self-help strategies for managing change, loss or bereavement identify ways to support someone who is grieving describe different sources of support and information available to help someone who is grieving		
Spring 2 **Me, my body and growing up**	How can I manage physical and emotional changes during puberty?	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human	describe the physical and emotional changes that occur during puberty and suggest ways to manage them	How to manage the different changes in puberty. Planning a conversation – practise how you could ask	special, person, people, friend, family, care, caring, help, thanks, grow, change, difference, baby, toddler, child, adult, older person,

	What helps me to get enough sleep?	lifecycle, and puberty should be discussed as a stage in this process. correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	identify what is important for young people to know about puberty explain where to get help and support for puberty issues or worries describe some of the changes that happen as someone grows up identify the range of feelings associated with change, transition to secondary school, and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities identify different types of change throughout someone's life. consider the range of feelings associated with life changes. identify significant changes for someone about to start secondary school. identify different kinds of loving relationships	someone about changes that are happening. Explore different types of relationships and the qualities of a healthy relationship. Go on a sleep fact hunt. Top tips to make a bedtime routine.	independent, responsibility, human life cycle, same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva

			describe the qualities that enable these relationships to flourish explain the importance of mutual respect in close relationships recognise how relationships may change or end and what can help to manage this explain why sleep is important for a healthy lifestyle identify how sleep patterns might change during puberty describe habits, including bedtime routines, that can help to improve sleep		
Summer1 **Developing our AI literacy**	How can we tell if something has been altered using AI? What are the positive and negative effects of using AI?	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	identify what AI is and how it is used in daily life explain how AI systems work and affect people's lives evaluate potential challenges of AI becoming part of daily life identify rights that children have, on and offline explain how generative AI can impact children's rights	Where is AI used? Explore how AI works. Ways to stay safe and that Children's rights are respected when using AI. Explore the qualities of a good friend and use a distancing character conversation with a chatbot – compare the differences. Have a generative AI hunt. Look at different scenarios in why it was created and what could happen next.	Artificial, intelligence, data, generate, predict, recommend, AI, generative AI, dignity, rights, prompt, output, AI chatbots, friendship, qualities, communicate, interactions, generate, generative, disinformation, privacy, ethics, permission, consent,

			describe ways to protect and uphold children's rights when interacting with AI explain what AI chatbots are and why some people might use them evaluate qualities of human friendship identify factors to be aware of, if communicating with a chatbot assess similarities and differences between communicating with chatbots and interacting with friends identify how and why AI-generated images and videos might be used online analyse the effects of AI-generated images and videos describe what someone can do if they think an image or video might have been generated by AI explain why someone might create or share an AI-generated image or video of another person analyse the impact of creating or sharing AI-	To share or not to share – looking at different images. consider responses to a specific image sharing scenario. Create a set of rules to follow about image sharing.	

			generated images or videos of others explain what someone could do if they see an AI-generated image or video which might upset, hurt or embarrass someone recognise what images are appropriate to share respond safely to requests for images of themselves identify what to do if they take, share or see an image which may upset, hurt or embarrass someone identify, and ask for help or advice from, sources of support		
Summer 2 **Looking to the future**	What skills might I need to do certain jobs? What could I do to help me achieve new skills?	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Identify different types of skills explain how a range of skills are used in different jobs	Which skills? - Pupils explore a range of skills and match them to different jobs. Developing skills: Pupils suggest a new skill they would	Skill, task, develop, manage, client, influence, stereotype, impact, personality, qualification, career path, route, qualification, training, experience, academic, vocational, apprenticeship, university, college,

	How can I positively manage the transition to secondary	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	identify some skills to develop and set personal goals identify the difference between a job and a career, and how careers change over time explain what can influence someone's decisions about which career to choose describe some common stereotypes related to work and their potential impact describe some of the qualifications, training, and experiences needed for different careers explain the different ways into jobs, such as through college, apprenticeships, or university identify some areas of work they might be interested in for the future describe feelings, worries, opportunities and challenges that young people might experience when leaving year 6 and starting year 7 identify ways to positively manage the move to secondary school	like to develop, and plan how they will achieve it using a WHOOP model. Career influences: Pupils discuss what could influence someone's job choice and choose what they think are the strongest influences. Career choices: Using talking heads, pupils explore the career influences of a teacher, paramedic, and dancer, and watch a film about the career paths of four women. Academic or vocational: Pupils complete the qualifications quiz to decide if a qualification is academic or vocational. Different routes: Pupils match the career to the correct career route and consider which routes might suit different people. Pair contribute to a class graffiti about how year 6 pupils (Nusrat and Mark) might be feeling and thinking. Pupils complete a table with ideas for how Nusrat and Mark could manage the challenges of transition now and in the future.	assignment, CV, transition, opportunity, challenge, secondary school.

			evaluate the usefulness and reliability of different sources of support and information		