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**PSHE Curriculum**

**Whole School Overview**

**The themes for each year group are the same and are built year on year. This is supported by the PSHE association programme builders in line with Dfe guidance.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn-** Relationships | | | **Spring-** Living in the wider world | | | **Summer-** Health and Wellbeing | | |
| Families and Friendships  Image result for family and friendships cartoon | Safe relationships  Image result for cpuple in a love heart cartoon | Respecting ourselves and others  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C231CCA3.tmp | Belonging to a community  Image result for community clip art | Media literacy and digital resilience  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7C73B96.tmp | Money and work  Image result for poundsign clip art | Physical health and Mental wellbeing  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FE614D05.tmp | Growing and changing  Image result for growming and changing clip art | Keeping Safe  Image result for keeping safe child clip art |

**Year Group Overviews:**

**Year 3**

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|  | **Autumn-** Relationships | | | **Spring-** Living in the wider world | | | **Summer-** Health and Wellbeing | | |
| **Overall School Theme** | Families and Friendships  Image result for family and friendships cartoon | Safe relationships  Image result for cpuple in a love heart cartoon | Respecting ourselves and others  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C231CCA3.tmp | Belonging to a community  Image result for community clip art | Media literacy and digital resilience  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7C73B96.tmp | Money and work  Image result for poundsign clip art | Physical health and Mental wellbeing  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FE614D05.tmp | Growing and changing  Image result for growming and changing clip art | Keeping Safe  Image result for keeping safe child clip art |
| **Year Group Focus** | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| **Suggested Content** | • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents  • that being part of a family provides support, stability and love  • about the positive aspects of being part of a family, such as spending time together and caring for each other  • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty  • to identify if/when something in a family might make someone upset or worried  • what to do and whom to tell if family relationships are making them feel unhappy or unsafe | • What is appropriate to share with friends, classmates, family and wider social groups including online  • about what privacy and personal boundaries are, including online  • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision  • that bullying and hurtful behaviour is unacceptable in any situation  • about the effects and consequences of bullying for the people involved  • about bullying online, and the similarities and differences to face-to-face bullying  • what to do and whom to tell if they see or experience bullying or hurtful behaviour | • To recognise respectful behaviours e.g. helping or including others, being responsible  • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others  • what it means to treat others, and be treated, politely  • the ways in which people show respect and courtesy in different cultures and in wider society | • The reasons for rules and laws in wider society  • the importance of abiding by the law and what might happen if rules and laws are broken  • what human rights are and how they protect people  • to identify basic examples of human rights including the rights of children- UN rights of the child  • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn | • How the internet can be used positively for leisure, for school and for work  • to recognise that images and information online can be altered or adapted and the reasons for why this happens  • strategies to recognise whether something they see online is true or accurate  • to evaluate whether a game is suitable to play or a website is appropriate for their age-group  • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | • About jobs that people may have from different sectors e.g. teachers, business people, charity work  • that people can have more than one job at once or over their lifetime  • about common myths and gender stereotypes related to work  • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM  • about some of the skills needed to do a job, such as teamwork and decision-making  • to recognise their interests, skills and achievements and how these might link to future jobs  • how to set goals that they would like to achieve this year e.g. learn a new hobby | • About the choices that people make in daily life that could affect their health  • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)  • what can help people to make healthy choices and what might negatively influence them  • about habits and that sometimes they can be maintained, changed or stopped  • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle  • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally  • that regular exercise such as walking or cycling has positive benefits for their mental and physical health  • about the things that affect feelings both positively and negatively  • strategies to identify and talk about their feelings  • about some of the different ways people express feelings e.g. words, actions, body language  • to recognise how feelings can change overtime and become more or less powerful | • That everyone is an individual and has unique and valuable contributions to make  • to recognise how strengths and interests form part of a person’s identity  • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)  • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues  • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again | • How to identify typical hazards at home and in school  • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen  • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults  • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety |
| **Key Vocab** | Family  Lesbian  Gay  Foster  Adopted  Blended family  Same-sex  Step family/parent  Love  Stability  Safe | Boundaries  Passwords  Trusted  Supervision  Restrictions  Appropriate  Bullying  Privacy | Respect  Courtesy  Polite  Cultures  Society | Laws  Human Rights  Freedom  Responsibilities  Protection | Internet  Altered  Adapted  Communication  Inappropriate  Reliable | Sectors  Stereotypes  Gender  Skills  Inspiration  Aspiration  Dedication  Co-operation | Positive  Negative  Healthy  Unhealthy  Balanced  Habits | Individual  Unique  Valuable  Self- worth  Strengths  Challenges  Strategies | Hazards  Risk  Manage  Assess  Safety  Rules |

**Year 4**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn-** Relationships | | | **Spring-** Living in the wider world | | | **Summer-** Health and Wellbeing | | |
| **Overall School Theme** | Families and Friendships  Image result for family and friendships cartoon | Safe relationships  Image result for cpuple in a love heart cartoon | Respecting ourselves and others  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C231CCA3.tmp | Belonging to a community  Image result for community clip art | Media literacy and digital resilience  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D7C73B96.tmp | Money and work  Image result for poundsign clip art | Physical health and Mental wellbeing  C:\Users\cborthwick\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FE614D05.tmp | Growing and changing  Image result for growming and changing clip art | Keeping Safe  Image result for keeping safe child clip art |
| **Year Group Focus** | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| **Suggested Content** | • About the features of positive healthy friendships such as mutual respect, trust and sharing interests  • strategies to build positive friendships  • how to seek support with relationships if they feel lonely or excluded  • how to communicate respectfully with friends when using digital devices  • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know  • what to do or whom to tell if they are worried about any contact online | • To differentiate between playful teasing, hurtful behaviour and bullying, including online  • how to respond if they witness or experience hurtful behaviour or bullying, including online  • recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares  • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact  • how people may behave differently online including pretending to be someone they are not  • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online | • To recognise differences between people such as gender, race, faith  • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations  • about the importance of respecting the differences and similarities between people  • a vocabulary to sensitively discuss difference and include everyone | • The meaning and benefits of living in a community  • to recognise that they belong to different communities as well as the school community  • about the different groups that make up and contribute to a community  • about the individuals and groups that help the local community, including through volunteering and work  • how to show compassion towards others in need and the shared responsibilities of caring for them | • That everything shared online has a digital footprint  • that organisations can use personal information to encourage people to buy things  • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising  • why people might choose to buy or not buy something online e.g. from seeing an advert  • that search results are ordered based on the popularity of the website and that this can affect what information people access | • How people make different spending decisions based on their budget, values and needs  • how to keep track of money and why it is important to know how much is being spent  • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics | • To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally  • what good physical health means and how to recognise early signs of physical illness  • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary  • how to maintain oral hygiene and dental health, including how to brush and floss correctly  • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health | • How to identify external genitalia and reproductive organs  • about the physical and emotional changes during puberty  • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams  • strategies to manage the changes during puberty including menstruation  • the importance of personal hygiene routines during puberty including washing regularly and using deodorant  • how to discuss the challenges of puberty with a trusted adult  • how to get information, help and advice about puberty | • The importance of taking medicines correctly and using household products safely  • to recognise what is meant by a ‘drug’  • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing  • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects  • to identify some of the risks associated with drugs common to everyday life  • that for some people using drugs can become a habit which is difficult to break  • how to ask for help or advice |
| **Key Vocab** | Positive  Trust  Respect  Interests  Communication  Relationship  Mutual | Behaviour  Positive Negative  Confidential  Playful  Hurtful  Harmful  Secret  Confidence | Gender  Race  Faith  Aspirations  Differences  Similarities  Sensitively | Community  Individuals  Groups  Contributions  Compassion  Understanding  Responsibilities | Data  Information  Sharing  Digital Footprint  Information  Advertising | Spending  Budget  Money | Hygiene  Oral  Dentist  Health  Unhealthy  Physical  Mental  Lifestyle  Consequences | Genitalia  Reproduction  Puberty  Menstrual  Hygiene | Medicines  Drugs  Side effects  Consequences  Habit  Risks |

**Year 5**

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| **Year Group Focus** | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| **Suggested Content** | • What makes a healthy friendship and how they make people feel included • strategies to help someone feel included  • about peer influence and how it can make people feel or behave  • the impact of the need for peer approval in different situations, including online  • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication  • that it is common for friendships to experience challenges  • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends  • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable  • when and how to seek support in relation to friendships | • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations  • how to ask for, give and not give permission for physical contact  • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact  • how to respond to unwanted or unacceptable physical contact  • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact | • To recognise that everyone should be treated equally  • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia  • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment  • the impact of discrimination on individuals, groups and wider society  • ways to safely challenge discrimination  • how to report discrimination online | • About how resources are allocated and the effect this has on individuals, communities and the environment  • the importance of protecting the environment and how everyday actions can either support or damage it  • how to show compassion for the environment, animals and other living things  • about the way that money is spent and how it affects the environment  • to express their own opinions about their responsibility towards the environment | • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise  • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased  • that some media and online content promote stereotypes  • how to assess which search results are more reliable than others  • to recognise unsafe or suspicious content online  • how devices store and share information | • To identify jobs that they might like to do in the future  • about the role ambition can play in achieving a future career  • how or why someone might choose a certain career  • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values  • the importance of diversity and inclusion to promote people’s career opportunities  • about stereotyping in the workplace, its impact and how to challenge it  • that there is a variety of routes into work e.g. college, apprenticeships, university, training | • How sleep contributes to a healthy lifestyle  • healthy sleep strategies and how to maintain them  • about the benefits of being outdoors and in the sun for physical and mental health  • how to manage risk in relation to sun exposure, including skin damage and heat stroke  • how medicines can contribute to health and how allergies can be managed  • that some diseases can be prevented by vaccinations and immunisations  • that bacteria and viruses can affect health  • how they can prevent the spread of bacteria and viruses with everyday hygiene routines  • to recognise the shared responsibility of keeping a clean environment | • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes  • that for some people their gender identity does not correspond with their biological sex  • how to recognise, respect and express their individuality and personal qualities  • ways to boost their mood and improve emotional wellbeing  • about the link between participating in interests, hobbies and community groups and mental wellbeing | • To identify when situations are becoming risky, unsafe or an emergency  • to identify occasions where they can help take responsibility for their own safety  • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour  • how to deal with common injuries using basic first aid techniques  • how to respond in an emergency, including when and how to contact different emergency services  • that female genital mutilation (FGM) is against British law¹  • what to do and whom to tell if they think they or someone they know might be at risk of FGM |
| **Key Vocab** | Influences  Disputes  Reconciliation  Resolve  Strategies  Benefits  Peer | Persuasion  Acceptable  Unacceptable  Permission | Equal  Equality  Discrimination  Challenge  Harassment  Trolling  Racism  Sexism  Homophobia | Resources  Protection  Destruction  Environment  Compassion  Respect | Persuasion  Bias  Stereotype  Suspicious  Opinion  Fact  Reliable | Ambition  Achievement  Opportunities  Inspiration  Aspiration  Dedication  Co-operation | Benefits  Exposure  Virus  Bacteria  Vaccinations  Immunisations  Allergies | Identity  Sex  Gender  Wellbeing  Respect | Risk Taking  Dangerous behaviour  First Aid  Female genital mutilation |

**Year 6**

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| **Year Group Focus** | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transitions | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |
| **Suggested Content** | • What it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith  • the difference between gender identity and sexual orientation and everyone’s right to be loved  • about the qualities of healthy relationships that help individuals flourish  • ways in which couples show their love and commitment to one another, including those who are not married or who live apart  • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults  • that people have the right to choose whom they marry or whether to get married  • that to force anyone into marriage is illegal  • how and where to report forced marriage or ask for help if they are worried | • To compare the features of a healthy and unhealthy friendship  • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong  • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’  • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations | • About the link between values and behaviour and how to be a positive role model  • how to discuss issues respectfully  • how to listen to and respect other points of view  • how to constructively challenge points of view they disagree with  • ways to participate effectively in discussions online and manage conflict or disagreements | • What prejudice means  • to differentiate between prejudice and discrimination  • how to recognise acts of discrimination  • strategies to safely respond to and challenge discrimination  • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups  • how stereotypes are perpetuated and how to challenge this | •About the benefits of safe internet use e.g. learning, connecting and communicating  • how and why images online might be manipulated, altered, or faked  • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so  • that social media sites have age restrictions and regulations for use  • the reasons why some media and online content is not appropriate for children  • how online content can be designed to manipulate people’s emotions and encourage them to read or share things  • about sharing things online, including rules and laws relating to this  • how to recognise what is appropriate to share online  • how to report inappropriate online content or contact | • About the role that money plays in people’s lives, attitudes towards it and what influences decisions about money  • about value for money and how to judge if something is value for money  • how companies encourage customers to buy things and why it is important to be a critical consumer  • how having or not having money can impact on a person’s emotions, health and wellbeing  • about common risks associated with money, including debt, fraud and gambling  • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk  • how to get help if they are concerned about gambling or other financial risks | • That mental health is just as important as physical health and that both need looking after  • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing  • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings  • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome  • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available  • identify where they and others can ask for help and support with mental wellbeing in and outside school  • the importance of asking for support from a trusted adult  • about the changes that may occur in life including death, and how these can cause conflicting feelings  • that changes can mean people experience feelings of loss or grief  • about the process of grieving and how grief can be expressed  • about strategies that can help someone cope with the feelings associated with change or loss  • to identify how to ask for help and support with loss, grief or other aspects of change  • how balancing time online with other activities helps to maintain their health and wellbeing  • strategies to manage time spent online and foster positive habits e.g. switching phone off at night  • what to do and whom to tell if they are frightened or worried about something they have seen online | • To recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel  • about the transition to secondary school and how this may affect their feelings  • about how relationships may change as they grow up or move to secondary school  • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school  • identify the links between love, committed relationships and conception  • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults  • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb  • that pregnancy can be prevented with contraception²  • about the responsibilities of being a parent or carer and how having a baby changes someone’s life | • How to protect personal information online  • to identify potential risks of personal information being misused  • strategies for dealing with requests for personal information or images of themselves  • to identify types of images that are appropriate to share with others and those which might not be appropriate  • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be  • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others  • how to report the misuse of personal information or sharing of upsetting content/ images online  • about the different age rating systems for social media, T.V, films, games and online gaming  • why age restrictions are important and how they help people make safe decisions about what to watch, use or play  • about the risks and effects of different drugs  • about the laws relating to drugs common to everyday life and illegal drugs  • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use  • about mixed messages in the media relating to drug use and how they might influence opinions and decisions |
| **Key Vocab** | Attraction  Identity  Sexual orientation  Commitment  Civil partnership  Marriage | Personal safety  Permission  Pressure  Risk assess | Values  Discussion  Debate  Conflict  Disagreements  Constructive | Prejudice  Discrimination  Stereotype  Attitudes  Perpetuate  Influence  Context | Manipulation  Altered  Fake  Restrictions  Regulations | Critical consumer  Fraud  Debt  Gambling  Finance | Conflicted feelings  Bereavement | Transition  Contraception  Consent  Commitment  Penis  Vagina  Womb  Fertilisation | Age rating  Illegal  Misuse |