

		Early Yea	rs Curriculum: Person	al, Social, Emotional [	Development (PSED		
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery							
	EYFS Core Theme:	All About Me	Celebrations - Stars	Dinosaurs	Down on the Farm	Minibeasts and Growing	Under the Sea
	Early Years Curriculum objectives: PSED	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them  Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more	Select and use activities and resources, with he when needed. This helps them to achieve a goal they have chosen, or or which is suggested to them  Develop their sens of responsibility ar membership of a community.  Become more outgoing with unfamiliar people, in the safe context their setting.
		other children, extending	Play with one or more	Play with one or more	situations.	confidence in new social situations.	confidence in new social situations.
		and elaborating play ideas. Find solutions to	other children, extending	other children, extending	Play with one or more other children,	Play with one or	Play with one or

<b>61.</b>				.1 1.11.1	.1 1.11.1
conflicts and rivalries.	and elaborating play	and elaborating play	extending	more other children,	more other childre
For example, accepting	ideas. Find solutions to	ideas. Find solutions to	and elaborating play	extending	extending
that not everyone can	conflicts and rivalries.	conflicts and rivalries.	ideas. Find solutions to	and elaborating play	and elaborating pla
be Spider-Man in the	For example, accepting	For example, accepting	conflicts and rivalries.	ideas. Find solutions	ideas. Find solution
game, and suggesting	that not everyone can	that not everyone can	For example,	to conflicts and	to conflicts and
other ideas	be Spider-Man in the	be Spider-Man in the	accepting that not	rivalries. For	rivalries. For
	game, and suggesting	game, and suggesting	everyone can be	example, accepting	example, accepting
Increasingly follow	other ideas	other ideas	Spider-Man in the	that not everyone	that not everyone
rules, understanding			game, and suggesting	can be Spider-Man in	can be Spider-Man
why they are	Increasingly follow	Increasingly follow	other ideas	the game, and	the game, and
important. Remember	rules, understanding	rules, understanding		suggesting other	suggesting other
rules without needing	why they are	why they are	Increasingly follow	ideas	ideas
an adult to remind	important. Remember	important. Remember	rules, understanding		
them.	rules without needing	rules without needing	why they are	Increasingly follow	Increasingly follow
	an adult to remind	an adult to remind	important. Remember	rules, understanding	rules, understandir
Develop appropriate	them.	them.	rules without needing	why they are	why they are
ways of being assertive.			an adult to remind	important.	important.
Talk with others to	Develop appropriate	Develop appropriate	them.	Remember rules	Remember rules
solve conflicts. Talk	ways of being	ways of being		without needing an	without needing ar
about their feelings	assertive. Talk with	assertive. Talk with	Develop appropriate	adult to remind	adult to remind
using words like	others to solve	others to solve	ways of being	them.	them.
'happy', 'sad', 'angry'	conflicts. Talk about	conflicts. Talk about	assertive. Talk with		
or 'worried'.	their feelings using	their feelings using	others to solve	Develop appropriate	Develop appropriat
	words like 'happy',	words like 'happy',	conflicts. Talk about	ways of being	ways of being
Understand gradually	'sad', 'angry' or	'sad', 'angry' or	their feelings using	assertive. Talk with	assertive. Talk with
how others might be	'worried'.	'worried'.	words like 'happy',	others to solve	others to solve
feeling			'sad', 'angry' or	conflicts. Talk about	conflicts. Talk abou
	Understand gradually	Understand gradually	'worried'.	their feelings using	their feelings using
Be increasingly	how others might be	how others might be		words like 'happy',	words like 'happy',
independent in	feeling	feeling	Understand gradually	'sad', 'angry' or	'sad', 'angry' or
meeting their own care			how others might be	'worried'.	'worried'.
needs, e.g., brushing	Be increasingly	Be increasingly	feeling		
teeth, using the toilet,	independent in	independent in		Understand	Understand
washing and drying	meeting their own care	meeting their own care	Be increasingly	gradually how others	gradually how othe
their hands thoroughly.	needs, e.g., brushing	needs, e.g., brushing	independent in	might be feeling	might be feeling
Make healthy choices	teeth, using the toilet,	teeth, using the toilet,	meeting their own		
about food, drink,	washing and drying	washing and drying	care needs, e.g.,	Be increasingly	Be increasingly
activity and	their hands thoroughly.	their hands	brushing teeth, using	independent in	independent in
toothbrushing.	Make healthy choices	thoroughly. Make	the toilet, washing and	meeting their own	meeting their own
	about food, drink,	healthy choices about	drying their hands	care needs, e.g.,	care needs, e.g.,
	activity and	food, drink, activity	thoroughly. Make	brushing teeth, using	brushing teeth, usi

			toothbrushing.	and toothbrushing.	healthy choices about food, drink, activity and toothbrushing.	the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	the toilet, washing and drying their hands thoroughly. Make healthy choices about food drink, activity and toothbrushing.
Reception	EYFS Core Theme:	Me and My World	Colour my World	Bears	Growing	Fairy tales	Holidays and Transport
	Early Years Curriculum Objectives:	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as valuable individual. Build constructive and respectful relationships.
		Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelings and consider the feelings of others.	Express their feelin and consider the feelings of others.
		Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.
		Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.	Identify and moderate their ow feelings socially and emotionally.
		Think about the perspectives of others	Think about the perspectives of others				
		Manage their own needs: Personal hygiene	Manage their own needs: Personal hygiene	Manage their own needs: Personal hygiene	Manage their own needs: Personal hygiene	Manage their own needs: Personal hygiene	Manage their own needs: Personal hygiene
		Know and talk about	, 5	, 5			

the different factors	the different factors	the different factors	the different factors	Know and talk about	Know and talk abou
that support their	that support their	that support their	that support their	the different factors	the different factor
overall health and	overall health and	overall health and	overall health and	that support their	that support their
wellbeing:	wellbeing:	wellbeing:	wellbeing:	overall health and	overall health and
• regular physical	<ul> <li>regular physical</li> </ul>	• regular physical	<ul> <li>regular physical</li> </ul>	wellbeing:	wellbeing:
activity	activity	activity	activity	<ul> <li>regular physical</li> </ul>	<ul> <li>regular physical</li> </ul>
healthy eating	healthy eating	healthy eating	<ul> <li>healthy eating</li> </ul>	activity	activity
• toothbrushing	<ul><li>toothbrushing</li></ul>	• toothbrushing	<ul> <li>toothbrushing</li> </ul>	<ul> <li>healthy eating</li> </ul>	<ul> <li>healthy eating</li> </ul>
• sensible amounts of	<ul> <li>sensible amounts of</li> </ul>	<ul> <li>sensible amounts of</li> </ul>	<ul> <li>sensible amounts of</li> </ul>	<ul> <li>toothbrushing</li> </ul>	<ul> <li>toothbrushing</li> </ul>
'screen time'	'screen time'	'screen time'	'screen time'	<ul> <li>sensible amounts</li> </ul>	<ul> <li>sensible amounts</li> </ul>
having a good sleep	<ul> <li>having a good sleep</li> </ul>	having a good sleep	<ul> <li>having a good sleep</li> </ul>	of 'screen time'	of 'screen time'
routine	routine	routine	routine	having a good	<ul> <li>having a good</li> </ul>
being a safe	being a safe	being a safe	being a safe	sleep routine	sleep routine
pedestrian	pedestrian	pedestrian	pedestrian	being a safe	<ul> <li>being a safe</li> </ul>
				pedestrian	pedestrian

KS1/2 Core Theme:	Health and Well	being		Living in the Wider World			Relationships and	Health	
Topics:	Healthy Lifestyles	Growing and Changing	Keeping Safe	Rights and Responsibilities	Environment	Money	Feelings and Emotions	Healthy Relationships	Valuing Difference
Year 1	about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) about making healthy choices about different kinds of feelings simple strategies to manage feelings about basic	to recognise what they are good at and set simple goals about how it feels when there is change or loss about growing, changing and becoming more independent	that household products, including medicines, can be harmful if not used correctly  about rules for keeping safe (in familiar and unfamiliar situations)  how to ask for help if they are worried about something  about privacy in different contexts	about group and class rules and why they are important about respecting the needs of ourselves and others about groups and communities that they belong to that everybody is unique about the ways we are the same as other people	To learn:  about looking after the local environment	about where money comes from and what it is used for about how to keep money safe	about recognising how other people are feeling about sharing feelings their own feelings with others about different types of behaviour and how this can make others feel that bodies and feelings can be hurt	about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid about listening to others and playing cooperatively about special people in their lives about safe, unwanted and and unsafe touch	to share their views and opinions with others  about the importance for respect for the differences and similarities between people

	personal hygiene routines and why these are important			about the people who work in their community how to get their help, including in an emergency				that hurtful teasing and bullying is wrong  what to do if teasing and bullying is happening  the correct names for the main parts of the body of boys and girls	
Year 2	about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)  about making healthy choices  to recognise what they are good at and set simple goals  about different	to recognise what they are good at and set simple goals  about how it feels when there is change or loss  about growing, changing and becoming more independent	that household products, including medicines, can be harmful if not used correctly  about rules for keeping safe (in familiar and unfamiliar situations) how to ask for help if they are worried about something  about privacy in different contexts	about group and class rules and why they are important  about respecting the needs of ourselves and others  about groups and communities that they belong to  that everybody is unique  about the ways we are the same as other people	To learn: about looking after the local environment	about where money comes from and what it is used for about how to keep money safe	about recognising how other people are feeling about different types of behaviour and how this can make others feel about special people in their lives that bodies and feelings can be hurt	about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid  about appropriate and inappropriate touch  about listening to others and playing cooperatively	to share their views and opinions with others  about the importance of respect for differences and similarities between

	kinds of simple strategies to manage feelings about basic personal hygiene routines and why these are important			about the people who work in their community how to get their help, including in an emergency				teasing and bullying is wrong  what to do if teasing and bullying is happening  the correct names for the main parts of the body of boys and girls	
Year 3	about what makes a 'balanced lifestyle'  about making choices in relation to health  about what makes up a balanced diet  about opportunities they have to make their own choices about food	to recognise their achievements and set personal targets for the future about a wider range of feelings, both good and not so good that people can experience conflicting feelings at the same time about describing	about the kinds of change that happen in life and the feelings associated with this  about managing risk in familiar situations and keeping safe  that simple hygiene routines can prevent the spread of bacteria and viruses  about feeling negative pressure and how to manage this	to discuss and debate issues concerning health and wellbeing  about the ways in which rules and laws keep people safe  to take part in making and changing rules  that everyone has human rights (and that children have their own set of human rights) about the UN declaration on	about their responsibilities, rights and duties (home, school and the environment)  about the sustainability of the environment across the world	about the role of money  ways of managing money (budgeting and saving)  about what is meant by 'interest' and 'loan'  What it means to be 'enterprising'	to recognise a wider range of feelings in others about responding to how others are feeling about the importance of keeping personal boundaries and the right to privacy about the concept of keeping something confidential or secret	about what makes a positive, healthy relationship, including friendships how to maintain good friendships how actions can affect ourselves and others about the difference between acceptable and unacceptable physical contact	how to listen and respond respectfully to a wide range of people about sharing their points of view about differences and similarities between people, but understand everyone is equal about what is meant by 'stereotypes'

about what influences their choices about food that images in the media do not necessarily reflect reality  about what is meant by a habit  how habits can be hard to change	their feelings to others  about the importance of school rules for health and safety  about how to get help in an emergency  about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)  about keeping saf in the local environment  about keeping saf online  about people who help them stay healthy and safe	about resolving differences –		about when they should not agree to keeping a secret  to recognise and manage dares	how to respond to unacceptable physical contact about working collaboratively toward shared goals about solving disputes and conflict amongst themselves and their peers about the changes that happen at puberty about the importance of keeping personal boundaries and the right to privacy	to recognise bullying how to respond and ask for help
--	--	-------------------------------	--	---	--	---

Year 4	To learn:	To learn:	To learn:	that information presented in the media can be misleading  To learn:  to discuss and	To learn:	To learn:	To learn: to recognise a	To learn:	To learn:
	makes a 'balanced lifestyle'  about making choices in relation to health  about what makes up a balanced diet  about opportunities they have to make their own choices about food  about what influences their choices about food  that images in the media do not necessarily reflect reality  to recognise their achievements	about a wider range of feelings, both good and not so good  that people can experience conflicting feelings at the same time  about describing their feelings to others  about the kinds of change that happen in life and the feelings associated with this	risk in familiar situations and keeping safe  that simple hygiene routines can prevent the spread of bacteria and viruses  about feeling negative pressure and how to manage this  about the importance of school rules for health and safety  about how to get help in an emergency  about keeping safe in the local environment  about people who help them stay	debate issues concerning health and wellbeing  about the ways in which rules and laws keep people safe  to take part in making and changing rules  that everyone has human rights (and that children have their own set of human rights)  about the UN declaration on the Rights of the Child  what anti-social behaviour is and how it can affect people  how to get help or support	responsibilities, rights and duties (home, school and the environment)  about the sustainability of the environment across the world	role of money  ways of managing money (budgeting and saving)  about what is meant by 'interest' and 'loan'  What it means to be 'enterprising'	wider range of feelings in others about responding to how others are feeling about the concept of keeping something confidential or secret about when they should not agree to keeping a secret to recognise and manage dares	makes a positive, healthy relationship, including friendships how to maintain good friendships how actions can affect ourselves and others about the changes that happen at puberty  about the difference between acceptable and unacceptable physical contact how to respond to unacceptable physical contact	and respond respectfully to a wide range of people about sharing their points of view about differences and similarities between people, but understand everyone is equal about what is meant by 'stereotypes'

	and set		healthy and safe					about working	
	personal		,	about their				collaboratively	
	targets for the			responsibilities,				toward shared	
	future			rights and duties				goals	
				(home, school					
	about what is			and the				about solving	
	meant by a			environment)				disputes and	
	habit			,				conflict	
	Habit			about resolving				amongst	
	how habits can			differences –				themselves and	
	be hard to			agreeing and				their peers	
	change			disagreeing					
	Change							to recognise	
	about drugs			about being part				bullying	
	that are			of a community				, 0	
	common in			or a community				how to respond	
	everyday life			about who works				and ask for help	
	(medicines,			with the local					
	caffeine,			community				about the	
	alcohol and			Community				importance of	
	tobacco)			To appreciate				keeping	
	tobaccoj			difference and				personal	
				diversity (people				boundaries and	
				living in the UK)				the right to	
				inving in the oxy				privacy	
				about the values					
				and customs of					
				people around					
				the world					
				that information					
				presented in the					
				media can be					
				misleading					
Year 5	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:
	about the	about	about	why and how	about different	how finance	how to respond	about the	to respectfully
	benefits of a	different	independence,	laws are rules	kinds of	plays an	appropriately to	changes that	listen to
	balanced diet	ways of	increased	and laws are	responsibilities	important	a wider range of	happen at	others but
	Zalaricea alet	achieving and	responsibility and	made	(home, school,	part in	feelings in others	puberty	raise concerns
		achieving and	,	3.0.0		Partin			

about different	celebrating	keeping safe		community and	people's lives		and challenge
influences on	personal		how to take part	the	, ,	about the right	points of view
food and diet	goals	strategies for	in making and	environment)	about being a	they have to	when
	8	managing risk	changing rules		critical	protect their	necessary
about	how having			about how	consumer	body	
developing	_	how the spread of	about the	resources are		body	about the
skills to help	high · .·	infection can be	importance of	allocated and	about what is		factors that
make their	aspirations	prevented	human rights	the effect this	meant by	that female	make people
own choices	can support	·	(and the Rights	has on	'interest',	genital	the same or
about food	personal	about different	of the Child)	individuals,	'loan', 'debt'	mutilation	different
	achievements	influences on	,	communities	ioan , debt	(FGM) is	3
how images in		behaviour,	about the UN	and the		physical abuse	to recognise
the media can	how to	including peer	declaration on	environment	about the	and is illegal	and challenge
distort reality	further	pressure and	the Rights of the		importance		'stereotypes'
alstore reality	describe the	media influence	Child		of looking	about the	stereotypes
that this can	range and		that harmful		after money,	importance of	about the
affect how	intensity of	how to resist	practices (such		including	speaking out	correct use of
people feel	their feelings	unhelpful pressure	as FGM and		managing	about FGM	the terms sex,
about	to others	and ask for help	forced		loans and		gender
themselves		,	marriage) are		debts	about different	identity and
	how to	about the skills	against British			types of	sexual
about habits	manage	needed in an	law (illegal) and		that people	relationships	orientation
(in relation to	complex or	emergency:	in contradiction		pay 'tax' to	(friends,	onentation
drug, alcohol	conflicting	what to do in an	with human		contribute to	families,	about
and tobacco	emotions	emergency	rights		society	couples,	discrimination,
education)		enlergency	J			marriage, civil	teasing,
,	about coping		that human		about how	partnership)	bullying and
about some of	with change	basic emergency	rights overrule		resources are	,	aggressive
the risks and	and transition	aid	any beliefs, ideas		allocated and	about what	behaviour and
effects of legal	- how this	aiu	or practices that		the effect	constitutes a	its effect on
and illegal	relates to	about strategies	harm others		this has on	positive,	others
substances	bereavement	for managing			individuals,	healthy	
(drugs –	and the	personal safety -	how anti-social		communities	relationship	
including	process of	local environment	behaviours can		and the		to recognise
medicines,	grieving		affect wellbeing		environment	about the skills	and manage
alcohol and		about strategies	arrect wellbeing			to maintain	dares
tobacco)		for managing	how to handle,		what it takes	positive	
		personal safety –	challenge or		to set up an	relationships	about the
		online	respond to anti-		enterprise		importance of
		Offilite	social or			to recognise	keeping
					about what	)	-

1 1 1 1 1 1 1 1				,
what to consider	aggressive	enterprise	when a	personal
before sharing	behaviours	means for	relationship is	boundaries
pictures of		work and	unhealthy	and the right
themselves and	about different	society		to privacy
others online	kinds of		about	
	responsibilities	about how	committed	
about who is	(home, school,	resources are	loving	
responsible for	community and	allocated and	relationships	
their health and	the environment)	the effect	(including	
wellbeing		this has on	marriage and	
wellbeing	about resolving	individuals,	civil	
bana ta aat bala	differences,	communities	partnership)	
where to get help	respecting	and the	,	
advice and	different points	environment	that marriage,	
support	of view and		arranged	
	making their own		marriage and	
how to keep safe	decisions		civil partnership	
and well when	G C C C C C C C C C C C C C C C C C C C		is between two	
using a mobile			people who	
phone	about what it		willingly agree	
	means to be a		willingly agree	
	part of a		that to force	
	community			
			anyone into	
	about different		marriage	
	groups /		(forced	
	individuals that		marriage) is	
	support the local		illegal	
	community			
	, ,		about the	
	about the role of		importance	
	voluntary,		speaking out	
	community and		about forced	
	pressure groups		marriage	
	explain that UK is			
			about the	
	a richly diverse		consequences	
	community		of their actions	
			on themselves	
	recognise that		and others	
	people have			
	migrated to and			

				from the UK for				about judging	
				many thousands				whether	
				of years				physical contact	
				or years				is acceptable or	
				explain the				unacceptable	
				importance of				инассертавіе	
				mutual respect				how to respond	
				for different				now to respond	
				faiths and beliefs				ala a contrata a al 201a	
				and how we				about the skills needed in an	
				demonstrate this					
				demonstrate this				emergency:	
				describe the				what to do in	
				benefits of living				an basic	
				in a diverse				emergency aid	
				society					
								negotiation and	
				about the lives,				compromise	
				values and				strategies to	
				customs of				resolve	
				people living in				disputes and	
				other places				conflict	
				to be critical of				to give helpful	
				what they see				feedback and	
				and read in the				support to others	
				media				others	
				to critically					
				consider					
				information they					
				choose to					
				forward to					
				others					
Year 6	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:	To learn:
		about				how finance			
	about	different	about coping with	To research,	about different	plays an	how to respond	about the	to respectfully
	positively and	ways of	change and	discuss and	kinds of	important	appropriately to	changes that	listen to
	negatively	achieving and	transition - how	debate to discuss	responsibilities	part in	a wider range of	happen at	others but
	affects health	celebrating	this relates to	and debate	(home, school,	people's lives	feelings in others	puberty (recap	raise concerns

and wellbeing	personal	bereavement and	issues	community and			learning from	and challenge
(including	goals	the process of	concerning	the	about being a	about	years 4 and/or	points of view
mental and		grieving	health and	environment)	critical	confidentiality	5)	when
emotional	how having		wellbeing		consumer	.,		necessary
health)	high	about		about how		about times	about different	
	aspirations	independence,	why and how	resources are	about what is	when it	types of	about the
how to make	can support	increased	laws are rules	allocated and	meant by	appropriate and	relationships	factors that
informed	personal	responsibility and	and laws are	the effect this	'interest',	necessary to	(friends,	make people
choices that	achievements	keeping safe	made	has on	'loan', 'debt'	break a	families,	the same or
contribute to a				individuals,	,	confidence	couples,	different
'balanced	how to	strategies for	how to take part	communities	about the		marriage, civil	
lifestyle'	further	managing risk	in making and	and the	importance	to recognise and	partnership)	to recognise
	describe the		changing rules	environment	of looking	manage dares	P P /	and challenge
about the	range and	about different	about the		after money,		about what	'stereotypes'
benefits of a	intensity of	influences on	importance of		including		constitutes a	
balanced diet	their feelings	behaviour,	human rights		managing		positive,	about the
	to others	including peer	(and the Rights		loans and		healthy	correct use of
about different		pressure and	of the Child)		debts		relationship	the terms sex,
influences on	how to	media influence			acots			gender
food and diet	manage		about the UN		that people		about the skills	identity and
	complex or	how to resist	declaration on		pay 'tax' to		to maintain	sexual
about	conflicting	unhelpful pressure	the Rights of the		contribute to		positive	orientation
developing	emotions	and ask for help	Child		society		relationships	
skills to help					,		·	about
make their		about the skills	that harmful		about how		to recognise	discrimination,
own choices		needed in an	practices (such		resources are		when a	teasing,
about food		emergency:	as FGM and		allocated and		relationship is	bullying and
			forced		the effect		unhealthy	aggressive
how images in		what to do	marriage) are		this has on			behaviour and
the media can		in an	against British		individuals,		about	its effect on
distort reality		emergency	law (illegal) and		communities		committed	others
ŕ			in contradiction		and the		loving	
that this can		basic emergency	with human		environment		relationships	
affect how		aid	rights				(including	
people feel			that human		what it takes		marriage and	
about		about the right	rights overrule		to set up an		civil	
themselves		they have to	any beliefs, ideas		enterprise		partnership)	
		protect their body	or practices that		about what			
how the			harm others		enterprise		that marriage,	
spread of		that female genital	Harri Gulers		means for		arranged	

info	ection can	mutilation (FCM)		work and	marriage and	
	prevented	mutilation (FGM)		society	civil partnership	
be	prevented	is physical abuse	how anti-social	society	is between two	
aho	out habits	and is illegal	behaviours can		people who	
	relation to	ala acceptable a	affect wellbeing		willingly agree	
	ug, alcohol	about the			willingly agree	
	d tobacco	importance of	how to handle,			
	ucation)	speaking out	challenge or		that to force	
eau	ucation)	about FGM	respond to anti-		anyone into	
aha	out some of		social or		marriage	
	e risks and	about strategies	aggressive		(forced	
		for managing	behaviours		marriage) is	
	fects of legal	personal safety -			illegal	
	d illegal	local environment	how anti-social			
	bstances		behaviours can		about the	
	rugs –	about strategies	affect wellbeing		importance	
	cluding	for managing	direct wellbellig		speaking out	
	edicines,	personal safety –			about forced	
	cohol and	online	about resolving		marriage	
tob	bacco)		differences,			
		what to consider	respecting		about the	
		before sharing	different points		consequences	
		pictures of	of view and		of their actions	
		themselves and	making their own		on themselves	
		others online	decisions		and others	
					about judging	
		about who is	about what it		whether	
		responsible for	means to be a		physical contact	
		their health and	part of a		is acceptable or	
			community		unacceptable	
		wellbeing	Community		unacceptable	
		where to get help	about different			
		where to get help advice and			how to respond	
			groups /			
		support	individuals that		how to respond	
		ham ta lice a section	support the local			
		how to keep safe	community		about working	
		and well when			collaboratively	
		using a mobile	about the role of		toward shared	
		phone	voluntary,		goals	
			community and			
			pressure groups			

	To appreciate the range of national, regional, religious and ethnic identities of people living in the UK		negotiation and compromise strategies to resolve disputes and conflict to give helpful feedback and support to others	
			to give helpful	
	III the ox			
	ale and the Prope			
	values and		about the	
	customs of		importance of	
	people living in		keeping	
	other places		personal	
			boundaries and	
	to be critical of		the right to	
	what they see		privacy	
	and read in the			
	media			
	to critically			
	consider			
	information the	У		
	chose to forwar	d		
	to others.			