



PSHE Framework

Mapping to Ofsted PSHE & RSE learning objectives

NURTURING HEALTHY RELATIONSHIPS WITH THOUGHTBOX

A healthy school is one filled with healthy relationships.

Schools are, in a way, an extension of our families – they are places we live, learn and grow together, forming significant relationships which help shape the way we see and behave in the world.

We believe that *Relationships & Health Education* are more than just topics to ‘teach’. They are essential life-long skills and practices, learned at school then carried with us and embedded within all aspects of our lives as we grow in the world.

As such, we weave the essential knowledge, skills and practices needed to nurture healthy relationships across all of our *Think & Thrive* curriculum. Our curricular supports and extends beyond the aims of PSHE requirements for schools, helping to achieve key Ofsted requirements whilst deepening essential skills and opportunities needed to thrive in a rapidly changing world.

Our *Think & Thrive* curriculum for 5-18 year olds supports a whole-child, whole-school approach to triple wellbeing nurturing healthy relationships with ourselves, others and the rest of the natural world

Nourishing these three core relationships is essential for whole-child health and wellbeing. **We call this triple wellbeing.**



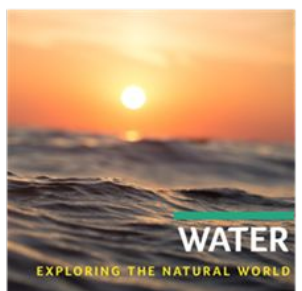
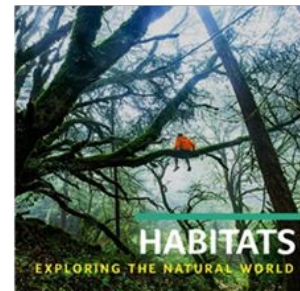
NURTURING
HEALTHY
RELATIONSHIPS
WITH
OURSELVES



NURTURING
HEALTHY
RELATIONSHIPS
WITH
SOCIETY



NURTURING
HEALTHY
RELATIONSHIPS
WITH
**NATURAL
WORLD**



HOW DO THE LESSONS WORK?

***Think & Thrive* is a discussion-based curriculum which slots straight into timetabled lessons. Each lesson is linked to PSHE, SMSC and core National Curriculum subject areas and can work as a compliment to topics studied within wider lessons.**

Think & Thrive offers discussion-based lessons, exploring some of the big issues happening across the world through a reflective and exploratory inquiry-based process of learning. Topics are chosen based on their relevance to current affairs and including the big issues young people are talking about. Lessons help explore how these issues interrelate, developing emotional, social and environmental intelligence through a systems-thinking approach.

Each topic contains four 60 minute lessons built around the following learning framework:

- LESSON 1 | IMMERSE (1 hour)** Immerse into the topic
- LESSON 2 | UNDERSTAND (1 hour)** Understand why this topic is important
- LESSON 3 | EXPLORE (1 hour)** Explore a range of global perspectives
- LESSON 4 | EMPOWER (1 hour)** Feel empowered taking positive actions

Each 60 minute lesson is broken down into smaller sections, allowing flexibility to be used across the school timetable and within a range of timings e.g.:

PSHE lessons | Daily tutor periods | Life Skills lessons | Off-timetabled days | Debate clubs | Theory of Change lessons | National Curriculum lessons



THOUGHTBOX TOPICS | MAPPING TO PSHE GUIDELINES

KEY STAGE 1

Core Theme: *Health and Wellbeing*

Core Theme: *Relationships*

Core Theme: *Living in the Wider World*



CORE THEME: Health & Wellbeing (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

H1. about what keeping healthy means; different ways to keep healthy

Happiness – Food - Habitats

H2. about foods that support good health and the risks of eating too much sugar

Food

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

Happiness - Habitats

H4. about why sleep is important and different ways to rest and relax

Happiness

H5. simple hygiene routines that can stop germs from spreading

NOT EXPLICITLY COVERED

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

NOT EXPLICITLY COVERED

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

NOT EXPLICITLY COVERED

H8. how to keep safe in the sun and protect skin from sun damage

NOT EXPLICITLY COVERED

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

Social Media – Identity - Happiness

H10. about the people who help us to stay physically healthy

Love & Relationships – Happiness – Groups & Gangs

CORE THEME: Health & Wellbeing (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

H11. about different feelings that humans can experience

All topics

H12. how to recognise and name different feelings

Identity – Happiness – Love & Relationships

H13. how feelings can affect people's bodies and how they behave

Identity – Happiness – Love & Relationships

H14. how to recognise what others might be feeling

All topics

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

All topics
Especially: Identity – Faith – Global Cultures

H16. about ways of sharing feelings; a range of words to describe feelings

All topics

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

Happiness – Groups & Gangs – Love & Relationships

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

Identity – Happiness – Love & Relationships

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

All topics

CORE THEME: Health & Wellbeing (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Identity – Love & Relationships – Groups & Gangs – Faith & Spirituality

H21. to recognise what makes them special

Identity – Love & Relationships – Groups & Gangs

H22. to recognise the ways in which we are all unique

Happiness

H23. to identify what they are good at, what they like and dislike

Identity - Happiness

H24. how to manage when finding things difficult

Love & Relationships – Happiness - Identity

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

NOT EXPLICITLY COVERED

H26. about growing and changing from young to old and how people's needs change

Love & Relationships

H27. about preparing to move to a new class/year group

NOT EXPLICITLY COVERED

H28. about rules and age restrictions that keep us safe

Social Media

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

NOT EXPLICITLY COVERED

CORE THEME: Health & Wellbeing (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

NOT EXPLICITLY COVERED

H31. that household products (including medicines) can be harmful if not used correctly

NOT EXPLICITLY COVERED

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

NOT EXPLICITLY COVERED

H33. about the people whose job it is to help keep us safe

Love & Relationships

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Social Media

H35. about what to do if there is an accident and someone is hurt

NOT EXPLICITLY COVERED

H36. how to get help in an emergency (how to dial 999 and what to say)

NOT EXPLICITLY COVERED

CORE THEME: Relationships (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

R1. About the roles different people (E.g. acquaintances, friends and relatives) play in our lives

Love & Relationships – Groups & Gangs – Faith & Spirituality

R2. to identify the people who love and care for them and what they do to help them feel cared for

Love & Relationships – Groups & Gangs – Faith & Spirituality

R3. about different types of families including those that may be different to their own

Love & Relationships – Global Cultures – Groups & Gangs – Faith & Spirituality

R4. to identify common features of family life

Love & Relationships

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Love & Relationships – Groups & Gangs

R6. about how people make friends and what makes a good friendship

Groups & Gangs – Love & Relationships - Happiness

R7. about how to recognise when they or someone else feels lonely and what to do

Identity – Happiness – Love & Relationships - Groups & Gangs

R8. simple strategies to resolve arguments between friends positively

Groups & Gangs – Love & Relationships

R9. how to ask for help if a friendship is making them feel unhappy

Love & Relationships – Groups & Gangs – Social Media

CORE THEME: Relationships (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

NOT EXPLICITLY COVERED

R11. about how people may feel if they experience hurtful behaviour or bullying

NOT EXPLICITLY COVERED

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

NOT EXPLICITLY COVERED

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

NOT EXPLICITLY COVERED

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

Social Media – Groups & Gangs

R15. how to respond safely to adults they don't know

NOT EXPLICITLY COVERED

R16. about how to respond if physical contact makes them feel uncomfortable or unsure

NOT EXPLICITLY COVERED

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

NOT EXPLICITLY COVERED

CORE THEME: Relationships (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

NOT EXPLICITLY COVERED

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

Identity – Groups & Gangs – Love & Relationships

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Groups & Gangs – Love & Relationships

R21. about what is kind and unkind behaviour, and how this can affect others

Identity – Kindness – Love & Relationships

R22. about how to treat themselves and others with respect; how to be polite and courteous

Kindness – Global Cultures - Groups & Gangs

R23. to recognise the ways in which they are the same and different to others

Identity – Global Cultures – Groups & Gangs
Faith & Spirituality

R24. how to listen to other people and play and work cooperatively

Groups & Gangs – Love & Relationships

R25. how to talk about and share their opinions on things that matter to them

All topics

CORE THEME: Living in the Wider World (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

L1. about what rules are, why they are needed, and why different rules are needed for different situations

Global Cultures – Faith & Spirituality

L2. how people and other living things have different needs; about the responsibilities of caring for them

Identity – Happiness –
Love & Relationships

L3. about things they can do to help look after their environment

All topics
Especially: Changing Climates - Habitats –
Waste – Food – Clothes - Water

L4. about the different groups they belong to

Groups & Gangs

L5. about the different roles and responsibilities people have in their community

Groups & Gangs – Identity
Love & Relationships

L6. to recognise the ways they are the same as, and different to, other people

All topics
Especially: Love & Relationships – Identity –
Global Cultures – Faith & Spirituality –
Groups & Gangs

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

Social Media

L8. about the role of the internet in everyday life

Social Media

CORE THEME: Living in the Wider World (KS1)

Pupils learn...

Explored in these ThoughtBox topics:

L9. that not all information seen online is true

Social Media

L10. what money is; forms that money comes in; that money comes from different sources

Happiness

L11. that people make different choices about how to save and spend money

Happiness

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

Happiness – Global Cultures

L13. that money needs to be looked after; different ways of doing this

NOT EXPLICITLY COVERED

L14. that everyone has different strengths

All topics
Especially: Groups & Gangs – Identity –
Equality & Justice - Happiness

L15. that jobs help people to earn money to pay for things

NOT EXPLICITLY COVERED

L16. different jobs that people they know or people who work in the community do

NOT EXPLICITLY COVERED

L17. about some of the strengths and interests someone might need to do different jobs

NOT EXPLICITLY COVERED

KEY STAGE 2

Core Theme: *Health and Wellbeing*

Core Theme: *Relationships*

Core Theme: *Living in the Wider World*



CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H1. how to make informed decisions about health

Happiness

H2. about the elements of a balanced, healthy lifestyle

Food - Happiness

H3. about choices that support a healthy lifestyle, and recognise what might influence these

Happiness

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

Happiness – Social Media – Identity – Love & Relationships

H5. about what good physical health means; how to recognise early signs of physical illness

Happiness - Food

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

Food

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

Happiness

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

Happiness

CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

NOT EXPLICITLY COVERED

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

NOT EXPLICITLY COVERED

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

Food

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

NOT EXPLICITLY COVERED

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

Social media

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Love & Relationships

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

Happiness – Identity – Love & Relationships

CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing

Happiness – Identity – Groups & Gangs - Love & Relationships

H17. to recognise that feelings can change over time and range in intensity

All topics

H18. about everyday things can affect feelings and the importance of expressing feelings

All topics

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

All topics

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

All topics
Especially: Love & Relationships

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Identity – Happiness – Love & Relationships – Social Media

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

Identity - Happiness

CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

Faith & spirituality

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Identity – Happiness – Groups & Gangs

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Global Cultures - Identity – Happiness - Faith & Spirituality – Love & Relationships

H26. that for some people gender identity does not correspond with their biological sex

Identity

H27. to recognise their individuality and personal qualities

Identity - Happiness

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth

All topics

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Identity – Happiness – Love & Relationships

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

NOT EXPLICITLY COVERED

CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

NOT EXPLICITLY COVERED

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

NOT EXPLICITLY COVERED

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

NOT EXPLICITLY COVERED

H34. about where to get more information, help and advice about growing and changing, especially about puberty

NOT EXPLICITLY COVERED

H35. about the new opportunities and responsibilities that increasing independence may bring

Identity – Social Media – Love & Relationships

H36. strategies to manage transitions between classes and key stages

NOT EXPLICITLY COVERED

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

Social Media

CORE THEME: Health & Wellbeing (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

NOT EXPLICITLY COVERED

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

NOT EXPLICITLY COVERED

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

NOT EXPLICITLY COVERED

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Social Media – Love & Relationships

H43. about what is meant by first aid; basic techniques for dealing with common injuries

NOT EXPLICITLY COVERED

CORE THEME: Relationships (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

Love & Relationships

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

Love & Relationships

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

NOT EXPLICITLY COVERED

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

NOT EXPLICITLY COVERED

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

Love & Relationships

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

Love & Relationships – Groups & Gangs

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Love & Relationships – Groups & Gangs

CORE THEME: Relationships (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

Love & Relationships – Global Cultures – Groups & Gangs

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Love & Relationships – Happiness - Identity

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

Identity – Love & Relationships – Groups & Gangs

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

Love & Relationships – Social Media – Groups & Gangs

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

Social Media – Groups & Gangs

R13. the importance of seeking support if feeling lonely or excluded

Identity – Groups & Gangs

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

Love & Relationships – Groups & Gangs

CORE THEME: Relationships (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

Happiness – Groups & Gangs -
Love & Relationships - Identity

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

Love & Relationships – Groups & Gangs

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

Groups & Gangs – Love & Relationships

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Social Media

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

Social Media – Groups & Gangs –
Love & Relationships

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Social Media – Groups & Gangs –
Love & Relationships – Identity

R21. about discrimination: what it means and how to challenge it

Global Cultures – Love & Relationships –
Identity – Faith & Spirituality – Groups &
Gangs

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

Social Media – Groups & Gangs

CORE THEME: Relationships (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

Social Media - Identity

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Social Media

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

NOT EXPLICITLY COVERED

R26. about seeking and giving permission (consent) in different situations

Social Media

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

NOT EXPLICITLY COVERED

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

NOT EXPLICITLY COVERED

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Social Media

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

NOT EXPLICITLY COVERED

CORE THEME: Relationships (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

All topics

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

All topics

Especially: Global Cultures – Faith & Spirituality – Love & Relationships

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

All topics

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

All topics

CORE THEME: Living in the Wider World (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

NOT EXPLICITLY COVERED

L2. to recognise there are human rights, that are there to protect everyone

Identity – Journeys - Home

L3. about the relationship between rights and responsibilities

Kindness - Journeys

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

All topics

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

All topics
Especially: Food – Clothes – Waste – Habitats
Water – Changing Climates

L6. about the different groups that make up their community; what living in a community means

Journeys – Home – Faith & Spirituality
Love & Relationships – Groups & Gangs

L7. to value the different contributions that people and groups make to the community

All topics
Explicitly: Equality – Groups & Gangs
Global Cultures - Identity

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

All topics
Explicitly: Equality & Justice – Journeys –
Global Cultures

CORE THEME: Living in the Wider World (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

All topics

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

All topics

Especially: Journeys – Faith & Spirituality – Home – Identity – Global Cultures – Groups & Gangs

L11. recognise ways in which the internet and social media can be used both positively and negatively

Social Media

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

Social Media

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

Social Media

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Social Media

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

Social Media

CORE THEME: Living in the Wider World (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Social Media

L17. about the different ways to pay for things and the choices people have about this

Happiness

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

Happiness – Global Cultures

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

All topics

Especially: Food – Clothes – Waste – Kindness
Global Cultures

L20. to recognise that people make spending decisions based on priorities, needs and wants

Happiness – Global Cultures

L21. different ways to keep track of money

NOT EXPLICITLY COVERED

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

NOT EXPLICITLY COVERED

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

NOT EXPLICITLY COVERED

L24. to identify the ways that money can impact on people's feelings and emotions

Happiness

CORE THEME: Living in the Wider World (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Happiness - Identity

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

Happiness - Identity

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

Happiness - Identity

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

Love & Relationships – Groups & Gangs – Identity

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

NOT EXPLICITLY COVERED

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

All topics

L31. to identify the kind of job that they might like to do when they are older

NOT EXPLICITLY COVERED

CORE THEME: Living in the Wider World (KS2)

Pupils learn...

Explored in these ThoughtBox topics:

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

NOT EXPLICITLY COVERED

KEY STAGE 3

Core Theme: *Health and Wellbeing*

Core Theme: *Relationships*

Core Theme: *Living in the Wider World*



CORE THEME: Health & Wellbeing (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

Equality & Justice – Happiness – Identity
Global Cultures – Groups & Gangs –
Love & Relationships

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

All topics
Especially: Equality & Justice – Happiness
Identity – Global Cultures

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

Social Media – Happiness – Equality - Identity

H4. simple strategies to help build resilience to negative opinions, judgements and comments

All topics
Especially: Identity – Social Media –
Happiness – Faith – Equality & Justice –
Love & Relationships

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

All topics ‘Exploring Ourselves’
Plus: Groups & Gangs – Equality & Justice –
Love & Relationships

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

All topics
Especially: ‘Exploring Ourselves’

CORE THEME: Health & Wellbeing (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

H7. the characteristics of mental and emotional health and strategies for managing these

All topics
Especially: 'Exploring Ourselves'

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

All topics
Especially: Identity – Happiness – Love & Relationships

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

All topics
Especially: 'Exploring Ourselves'
Groups & Gangs – Love & Relationships – Equality & Justice

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible

Not explicitly covered but supported in
Happiness – Identity – Social Media

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Happiness – Social Media – Groups & Gangs – Identity – Global Cultures – Love & Relationships – Equality & Justice
Holistically embedded

CORE THEME: Health & Wellbeing (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

All topics implicitly
Happiness – Identity – Awe & Wonder

H15. the importance of sleep and strategies to maintain good quality sleep

Happiness

H14.

H16. to recognise and manage what influences their choices about physical activity

Happiness – Groups & Gangs - Identity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

Food – Happiness - Identity

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

Food – Happiness - Identity

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

NOT EXPLICITLY COVERED

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

NOT EXPLICITLY COVERED

CORE THEME: Health & Wellbeing (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

H21. how to access health services when appropriate

NOT EXPLICITLY COVERED

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

NOT COVERED

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

NOT EXPLICITLY COVERED

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

NOT EXPLICITLY COVERED

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

NOT EXPLICITLY COVERED

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

NOT EXPLICITLY COVERED

H27. the personal and social risks and consequences of substance use and misuse including occasional use

NOT EXPLICITLY COVERED

H28. the law relating to the supply, use and misuse of legal and illegal substances

NOT EXPLICITLY COVERED

CORE THEME: Health & Wellbeing (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

NOT EXPLICITLY COVERED

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

Social Media – Groups & Gangs

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

Happiness – Social Media – Identity – Groups & Gangs – Love & Relationships – Equality & Justice

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

NOT COVERED

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

NOT COVERED

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

NOT COVERED

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

NOT COVERED

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

NOT COVERED

CORE THEME: Relationships (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

All topics
Especially: Love & Relationships

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

All topics
Especially: Love & Relationships – Identity
Social Media – Equality & Justice

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

Global Cultures – Love & Relationships –
Faith – Identity – Equality & Justice

R4. the difference between biological sex, gender identity and sexual orientation

Identity

R5. to recognise that sexual attraction and sexuality are diverse

Love & Relationships

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

NOT EXPLICITLY COVERED

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

Social Media – Happiness – Identity –
Equality & Justice

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

NOT EXPLICITLY COVERED

R9. to clarify and develop personal values in friendships, love and sexual relationships

CORE THEME: Relationships (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

R9. to clarify and develop personal values in friendships, love and sexual relationships

Love & Relationships – Global Cultures – Social Media – Happiness – Identity – Groups & Gangs

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

All topics
Especially: Love & Relationships – Equality & Justice – Groups & Gangs

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

Identity – Love & Relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Love & Relationships (not explicitly covered)

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

Social Media – Love & Relationships

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

Love & Relationships – Groups & Gangs – Equality & Justice – Faith & Spirituality – Social Media

R15. to further develop and rehearse the skills of team working

All topics

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

All topics

CORE THEME: Relationships (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

Social Media

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

Love & Relationships – Equality & Justice

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

NOT EXPLICITLY COVERED

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

Love & Relationships – Social Media

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

Love & Relationships – Social Media

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

NOT EXPLICITLY COVERED

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

Love & Relationships – Equality & Justice

R25. about the law relating to sexual consent

NOT COVERED

CORE THEME: Relationships (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

Love & Relationships – Social Media - Identity

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

NOT EXPLICITLY COVERED

R28. to gauge readiness for sexual intimacy

Love & Relationships

R29. the impact of sharing sexual images of others without consent

NOT EXPLICITLY COVERED

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

Identity – Groups & Gangs -
Love & Relationships (not explicitly covered)

R31. that intimate relationships should be pleasurable

NOT EXPLICITLY COVERED

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

NOT COVERED

R33. the risks related to unprotected sex

NOT COVERED

R34. the consequences of unintended pregnancy, sources of support and the options available

NOT COVERED

CORE THEME: Relationships (KS3)

Pupils learn...

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

Explored in these ThoughtBox topics:

Love & Relationships – Groups & Gangs

Love & Relationships – Global Cultures – Groups & Gangs

Social Media – Groups & Gangs
(not explicitly covered)

Global Cultures – Social Media – Identity – Groups & Gangs – Happiness - Love & Relationships – Equality & Justice

Global Cultures – Groups & Gangs – Identity – Faith & Spirituality – Equality & Justice

Global Cultures – Social Media – Identity – Equality & Justice

CORE THEME: Relationships (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Equality & Justice – Love & Relationships – Global Cultures – Social Media

R42. to recognise peer influence and to develop strategies for managing it, including online

R42. to recognise peer influence and to develop strategies for managing it, including online

Social Media – Groups & Gangs - Identity

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

Groups & Gangs – Social Media – Equality – Identity

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Social Media – Groups & Gangs

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Groups & Gangs – Faith – Global Cultures – Social Media - Identity

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

Social Media – Groups & Gangs – Identity – Faith & Spirituality

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

NOT EXPLICITLY COVERED

CORE THEME: Living in the Wider World (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

L1. study, organisational, research and presentation skills

Practised in all topics

L2. to review their strengths, interests, skills, qualities and values and how to develop them

All topics encourage this practise

L3. to set realistic yet ambitious targets and goals

Identity

L4. the skills and attributes that employers value

Practised and developed in all topics

L5. the skills and qualities required to engage in enterprise

NOT EXPLICITLY TAUGHT

L6. the importance and benefits of being a lifelong learner

All topics develop these practises

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

NOT EXPLICITLY COVERED

L8. about routes into work, training and other vocational and academic opportunities, and progression routes

NOT EXPLICITLY COVERED

L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

Practised across all topics

L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

Global Cultures – Faith & Spirituality – Groups & Gangs – Identity – Happiness – Social Media

CORE THEME: Living in the Wider World (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

NOT EXPLICITLY COVERED

L12. about different work roles and career pathways, including clarifying their own early aspirations

NOT EXPLICITLY COVERED

L13. about young people's employment rights and responsibilities

Equality & Justice
Not explicitly covered

L14. to manage emotions in relation to future employment

NOT EXPLICITLY COVERED

L15. to assess and manage risk in relation to financial decisions that young people might make

NOT EXPLICITLY COVERED

L16. about values and attitudes relating to finance, including debt

NOT EXPLICITLY COVERED

L17. to manage emotions in relation to money

Happiness

L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

Happiness

L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

NOT EXPLICITLY COVERED

CORE THEME: Living in the Wider World (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

Social Media – Identity – Groups & Gangs

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

Social Media – Identity – Groups & Gangs

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

Social Media – Identity - Happiness

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

Explored and practised across all topics

L24. to understand how the way people present themselves online can have positive and negative impacts on them

Social Media – Happiness - Identity

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

Social Media – Identity – Groups & Gangs

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

Explored across all topics

CORE THEME: Living in the Wider World (KS3)

Pupils learn...

Explored in these ThoughtBox topics:

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Social Media – Love & Relationships