



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

RSHE Intent

Our RSHE curriculum is based around the following:

At Copthorne CE Junior school, the teaching of RSHE prepares the children for opportunities, responsibilities and experiences of later life, whilst supporting the well-being of the children throughout their school journey. Through **independent** and **collaborative** learning, children will develop an understanding of their place and contributions within the wider community, as well as learning how to show **compassion**, resolve conflicts, and develop respect for others.

The curriculum, underpinned by inclusive practice, will actively **engage** the children to build on their life experiences so far in order to achieve their goals outlined in the National Curriculum. Opportunities are always given for our children to express themselves in a variety of ways and realise their potential through promoting **curiosity, active questioning** and **critical thinking** and celebrating their individuality.

Our **expert** RSHE learners will have a clear social and cultural understanding of local, national, global societies to equip them with the knowledge and understanding necessary to be responsible world citizens and where opportunities arise, **link** their understanding to other subjects.

The **learning progresses** in a way that develops **skills, knowledge** and a **broad understanding** through in-depth study of themes: Healthy lives, Relationships, Being fair and safe, Celebrating Differences, Changing Me and Going for goals. These are taught at the same time for each year group. This enable the learning message to be reinforced through whole school awareness days and during worship time.

Through our curriculum, we:

- Embed the Christian Values of love, respect, friendship, honesty, forgiveness, hope and courage whilst also promoting the five key British values.
- Develop children's self- confidence and self –esteem so they can be active and happy members of the school community
- Enable children to develop safe and healthy relationships now and in the future
- Provide children with the opportunities for gaining cultural capital (either within school or in the local community)
- Identify and understand factors which allow us to have a healthy lifestyle
- Promote the importance of British Values

The topics are rich in wonder and provide memorable experiences which gives them a forum to flourish by **creatively** demonstrating their understanding and **confidently** eliciting a **critical** personal perspective and response.

RSHE CURRICULUM OVERVIEW

Taught in conjunction with the online safety curriculum overview

	Autumn	Spring	Summer		
Year 3	<u>The Copthorne Detectives</u>	<u>Rock ‘n’ Roll Romans</u>	<u>Walk like an Egyptian</u>		
	<u>Healthy Lives</u> - How do I keep myself safe and healthy? - What strategies can I use to create a positive outlook for myself and others?	<u>Relationships</u> - What do heathy families look like and how do they help me? - What makes a good friend and how do actions affect relationships?	<u>Being fair and safe</u> - How do I keep safe and where do I get help? - Why it is important to have rules and how does my behaviour affect how others feel and behave? - How can stereotypes affect my views and relationships?	<u>Celebrating Differences</u> - Why are there human rights and how does this help people being treated unfairly? - How does being involved with a conflict make me feel and what can I do to help the situation? - Why is it important to be part of a community?	<u>Changing Me</u> What are the differences between girls and boys (name external parts of body) and how can we celebrate our uniqueness?
Year 4	<u>Upstairs, downstairs</u>	<u>Explorers, Raiders and Traders</u>	<u>Mysterious Mayans</u>		
	<u>Healthy Lives</u> - How does peer pressure affect my emotions and actions? - How does my diet help to keep me healthy?	<u>Relationships</u> - How do I manage conflict with others? - What actions can I take when bullying takes place? - What strategies can I use when I need help?	<u>Being Fair and safe</u> - Why is it important to be respectful to everyone? - Why are rules important and how can I identify when I am at risk? - What ways can I report when I am feeling unsafe? (real life and online)	<u>Celebrating Differences</u> - Why is important to celebrate our differences? - How can we resist pressure to fit in and follow our peers when it is against our values? - How do we spot bullying and what can we do to stop it?	<u>Changing Me</u> - How might my body change as I get older? - How could my feelings change as I get older?
Year 5	<u>Henry VIII – Hero or Villain?</u>	<u>Who Let the Gods Out?</u>	<u>Journey into the Unknown</u>		
	<u>Healthy Lives</u> - How can I respect and value my body? - How does food and substances affect people’s lives?	<u>Relationships</u> - What values need to be demonstrated to form a healthy and respectful relationships? - How can peer pressure affect my actions and that of others? - What strategies can I use to speak out when things go wrong?	<u>Being Fair and safe</u> - What responsibilities and rules make both school and the wider community a fair place? - How do we show respect and tolerance to those that who are different from us?	<u>Celebrating Differences</u> - Why is racism and other forms of discrimination unacceptable and how to report it? - What are the differences between direct and indirect bullying? - What are the problems with stereotyping people from difference cultures and how we overcome this?	<u>Changing Me</u> What are the physical and emotional changes to by body when I reach puberty (external and internal body parts)

Year 6	<u>We'll meet again</u>		<u>Exploring the Extreme</u>		<u>Back to the Future</u>	
	<u>Healthy Lives</u>	<u>Relationships</u>	<u>Being Fair and safe</u>	<u>Celebrating Differences</u>	<u>Changing Me</u>	<u>Going for Gold- our goals and dreams</u>
	- How can misuse of substances impact on myself or others? - How can I manage stress and pressure effectively to keep me emotionally and physically healthy?	- How can I spot the signs of safe and unsafe family relationships? - How do British values and law affect me?	- How can I identify the differences between direct and indirect bullying? - What strategies can I use to keep myself and others safe?	- What are the ways in which differences can be a source of conflict or a cause for celebration or positive actions in the world? - How can we show empathy with people in different situations? - What do mean by diversity and what are the benefits in our community?	- Do images of the body from the media reflect reality? How can this affect how people feel about themselves? - How does the body prepare for reproduction? - What are the ways that babies can be made?	- What skills do I currently have which will help me in my future career? - What skills have I achieved and what will I need to develop further to prepare myself for Secondary School?

RSHE Curriculum Progression

By the end of Key Stage 2, pupils should be able to effectively answer key questions based on the knowledge and skills of the 3 Core themes.

The Relationship, Social, Health and Economic education programme of study is organised into three core themes:

- health and wellbeing
- relationships
- living in the wider world (covering economic wellbeing and careers)

These themes include various topics related to physical and mental health, alcohol and drug education, relationships (and sex) education, economic wellbeing and careers. RSHE is cross curricula and covers British Values, Spiritual, Moral, Social and Cultural Education and also links to Respecting Rights, and Equality agenda.

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Health and Wellbeing Healthy Lives Changing Me	Recognise how being healthy helps people to feel happy Explain why healthy snacks are good for the human body Identify the parts of the body that make boys different to girls and can use the correct names for these Respect body and understand that some parts are private	Mental Wellbeing: Understand self-esteem and how it affects levels of happiness Recognise that using positive self-talk can influence feelings, behaviours and happiness Know the importance of talking about feelings and express how anxious or scared feels Physical Health and Fitness: Identify the physical benefits of an active life-style	Mental Wellbeing: Recognise a normal range and scale of emotions Judge how appropriate and proportionate they are Apply empathy by 'Stepping into someone else's shoes' Health and Prevention Pupils understand the importance of keeping their body clean and know what it means to be hygienic Healthy Eating Understand what constitutes as a healthy diet, including	Mental Wellbeing: Recognise that mental wellbeing is a normal part of daily life, just like physical health Anticipate how emotions may change as they move through puberty and how to respond to overwhelming emotions Health and Prevention Know the importance and benefits of quality sleep Understanding the impacts of sleep on weight, mood and ability to learn	Mental Wellbeing: Recognise and describe how life events and circumstances impact upon mental health Identify positive actions to support mental wellbeing in difficult times, including identifying personal support network Health and Provision Know how infections spread and ways in which we can limit the spread know the facts and science relating to allergies, immunisation and vaccination

		Identify the mental benefits of an active life-style Drugs, Alcohol and Tobacco Understand the term ‘drugs’ Know that some drugs are harmful but legal and some are not legal Judge the levels of risk involved in different situations and how to seek help and from who Basic First Aid Understand the concept and importance of first aid My Body Recognise the physical differences between boys and girls and use the correct names for parts of the body Know which parts of the body are private Understand how their body changes and develops and how to celebrate their uniqueness Understand the right to protect themselves from unwanted touch, feeling unsafe or feeling bad	calories and nutritional content Drugs, Alcohol and Tobacco Know facts about legal and illegal harmful drugs and risks associated with taking them Know someone might pretend to have taken harmful substance when, in fact they have not Recognise situations when peer pressure is experienced and suggest strategies to deal with this Identify feelings of anxiety and fear associated with peer pressure and how to manage feelings and make healthy choices Basic First Aid Identify risks and dangers, decide if an area is safe Know how to make a clear and efficient call to the emergency services Know when and how to give basic first aid My Body Reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty Recognise and anticipate some of the emotional changes which may take place during puberty Judge what kind of physical	Identify helpful bedtime routines which promote good sleep Respect and value own body; describe the role that food plays and how people can develop eating problems relating to body image pressures Physical Health and Fitness Know the mental and physical benefits of an active life-style and the risks of being inactive Know where to find help if pupils are concerned about their health Drugs, Alcohol and Tobacco Know the definition of a drug and the risks associated with smoking, alcohol and drug use Begin to form own opinions about smoking, drinking alcohol and drug use and are aware of how these things are portrayed in the media Know ways to resist pressure to do something which makes them feel uncomfortable Basic First Aid Know how to recognise an emergency situation and how to get adult help, including the emergency services Know the benefits of remaining calm in an emergency situation My Changing Adolescent Body	Healthy Eating Understand the positive effects of a healthy diet Know the characteristics and associated risks of a poor diet, including the effects of too much salt and alcohol Understand the 5-a-day campaign and can make health choices around alternatives to sugar Drugs, Alcohol and Tobacco Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Evaluate when alcohol is being used responsibly, anti-socially or being misused Know the law regarding smoking, alcohol and drug use and discuss why there are legal ages for smoking and drinking alcohol Consider what should happen when someone breaks the law with regard to any form of drug use Basic First Aid know and can put into practice basic emergency aid procedures including head injuries Know how to keep safe to avoid emergencies and know how to deal with emergencies when they happen; including how and when to call the emergency
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			behaviours and contact are acceptable and unacceptable, including ways to behave	Know how the male and female body changes in puberty (and names for body parts) including the menstrual cycle Know that these are necessary so that their bodies can make babies when they grow up Consider how the physical and mental changes of puberty might make a person feel about themselves	services My Changing Adolescent Body Explain what sexual intercourse is and how a baby is conceived and born Use the correct terms to describe the male and female organs Learn how puberty prepares the body for reproduction and that sexual intercourse can lead to reproduction Know how infections spread and ways in which we can limit the spread (including condom use to prevent STDs)
Relationships Relationships Being Fair and Safe	Identify how relationships differ between family and friends. Identify what a healthy relationship means and know ways to support others when they are feeling down	Families and people who care for me Understand the characteristics of a healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives Recognise a wide range of relationships, including the attributes of positive and healthy relationships Caring Friendships Know why it is important to have rules and how it helps me and others to learn Work co-operatively, showing fairness and consideration to others	Families and people who care for me Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves Caring Friendships Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal. Know how to recognize who to	Families and people who care for me Know that stable, caring relationships, which may be of different types, are at the heart of happy families, are important for children's security and they grow up Know that there are different contexts in which families can be stable and caring Caring Friendships Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Know that healthy friendships are positive and welcoming to	Families and people who care for me Know the characteristics of healthy family life Know how to recognize if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed Explore examples of unhappy and unsafe family

		Explain how own behaviour can affect how others feel and behave Know and understand the features of a good friend Empathise with another viewpoint Know that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right Respectful Relationships Know what a stereotype is and how stereotypes can be unfair, negative or destructive Challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl Online relationships; Internet safety and harms (see online safety in computing progression of skills) Know the ways we can communicate on line Know what is personal information Understand what is safe and not safe to share online Understand how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met	trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Develop strategies for managing and controlling strong feelings and emotions Recognise how their behaviour and that of others may influence people both positively and negatively Respectful Relationships Know that in school and in the wider society, they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority Online Relationships; internet safety, internet safety and harms (see online safety in computing progression of skills) Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them Know that for most people the	others and do not make others feel lonely or excluded Respectful relationships Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Understand the term 'diversity' and appreciate diversity within school Learn about the need for tolerance for those who are different from us Know the correct terms associated with gender and sexuality and using these words to be unkind is homophobic, biphobic and /or transphobic bullying; know that this is unacceptable Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Online relationships; internet safety and harms Know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous Know that it is important to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. Explain why it is important to keep personal information private	relationships, including identification of healthy responses to safely seeking help Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Caring Relationships Know the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties Know some cultural practices that are against the British law Learn about racial discrimination and its impact on societies, past and present Identify different forms of discrimination against people in societies Respectful Relationships Recognise the factors influencing opinion and choice, including the media Know the different types of
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		Safe Relationships: Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know Know how to recognise and report feelings of being unsafe or feeling bad about any adult	internet is an integral part of life and has many benefits Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on health Gain knowledge, skills and confidence to understand and navigate online risks linked to social media Safe Relationships Understand the concept of privacy and implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe	Understand how information and data is shared and used online Learn strategies for keeping safe online, knowing that personal information, including images of themselves and others, can be shared without their permission Safe Relationships Know how to report concerns or abuse and the vocabulary needed to do so Have considered how to manage accidental exposure to explicit images and upsetting online content, including who to talk to about what they have seen	bullying including cyber bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation Know the practical steps they can take in a range of different contexts to improve or support respectful relationships Realise the nature and consequences of discrimination, including the use of prejudice – based language Online Relationships; internet safety, internet safety and harms (see online safety in computing progression of skills) Understand how information and data is shared and used online Consider arrange of information that is acceptable and unacceptable to share online and know how to get help if needed Safe Relationships Know where to get advice eg family, school, and other sources eg NSPCC Develop the confidence and skills to know when, how to ask for help independently or with support
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Living in the Wider World

Celebrating Differences

Going for Gold

Talk about aspect that make oneself different to friends

Shared Responsibilities

Distinguish different kinds of conflict; Know how to keep safe and how and where to get help

Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.

Recognise there are human rights, which are there to protect everyone

Recognise the relationship between rights and responsibilities

Learn about the different groups that make up their community and what living in a community means

Recognise similarities and differences in our school community

Explain why the differences are valued and the different contributions that people and groups make to the community
Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to
understand how needs and rights are shared by children around the world and to identify how our lives may be different

Media Literacy and Digital Resilience

See Computing online progression of skills

Economic Wellbeing: Goals

Shared Responsibilities

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

Understand how own life is influenced positively by known people and also by people from other countries.
Identify examples to show how first impressions can be misleading

Explain why bullying might be difficult to spot and what to do about this.

Know why it is good to accept myself and others for who we are.

Communities

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

Media Literacy and Digital Resilience

See Computing online progression of skills

Economic Wellbeing: Goals

Identify the different ways that help me learn and what I need to do to improve.

Explain what it means to be resilient and to have a positive attitude; including setting new goals even after a disappointment

Learn about what might influence people's decisions about a job or a career (eg personal interest and values,

Shared Responsibilities

Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg. reducing, recycling; food choices)
Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

Compare my hopes and dreams with those of young people from different cultures.
Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

Know that stereotypes can negatively influence behaviours and attitudes towards others; ways of responding to it if witnessed or experienced

Know the term prejudice and how to recognise behaviours/actions which discriminate against others such as racism, Know ways of responding to it if witnessed or experienced

Media Literacy and Digital Resilience

See Computing online progression of skills

Economic Wellbeing: Goals
Think about some of the skills that will help them in their future careers eg team work, communication and negotiation
Learn to identify the kind of job that they might like to do when they are older

Shared Responsibilities

Explain ways in which difference can be a source of conflict or a cause for celebration.
Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

Explain different ways to work with others to help make the world a better place.

Communities

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

Media Literacy and Digital Resilience

See Computing online progression of skills

Economic Wellbeing: Goals
Think about some of the skills that will help them in their future careers eg team work, communication and negotiation
Reflect on skills needed and create own goals in preparation for transition into secondary school

		Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes Recognise that there is a broad range of different jobs that people can have, that people often have more than one career/type of job during their life Learn about stereo types in the workplace and that a person's career aspirations should not be limited Economic Wellbeing: Money Learn about the different ways to pay for things and choices people have for this Learn to recognise that people have different attitudes towards saving and spending money, what influences people's decisions; what makes something 'good value for money'	family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) Learn 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 Economic Wellbeing: Money Learn that people's spending decision can affect others and the environment (eg fair trade, buying single use plastics or giving to charity) Learn to recognise that people make spending decisions based on priorities, needs and wants	Recognise a variety of routes into careers (eg. College, apprenticeship and university) Economic Wellbeing: Money Learn different ways to keep track of money Learn about the risks associated with money (eg money can be won, lost or stolen) and ways of keeping money safe Learn about the risks of gambling, different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations Identify the ways that money can impact on people's feelings and emotions	
Vocabulary (topic specific vocabulary accompanies each specific topic covered)	<u>Health and Well-being</u> Healthy choices Lifestyle Motivation Healthy Unhealthy Dangerous Medicines Safe Body Healthy Unhealthy Balanced diet Portion Proportion Energy Fuel Nutritious Growing up Old Young Change Respect Appearance Physical Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Touch Texture Acceptable Unacceptable Comfortable Uncomfortable <u>Relationships</u>	<u>Health and Well-being</u> Kindness Emotions Feelings Care, Conflict Qualities impact mental health Celebrate, Positive Emotions Feelings Nightmare Fears Worries Solutions Support Eat well Guide influences, Role model Judge risk Beautiful, Admire Influence Positive, Food, Choices, Active Healthy Oxygen Heartbeat Lungs Heart Fitness Healthy harmful Drugs legal Attitude Aspiration Compliment Self-Esteem first aid Changes Birth Animals Babies Mother Growing up Change Puberty Male Penis Testicles Vulva Sperm Penis	<u>Health and Well-being</u> Scale of Emotions Empathy Anxiety Appropriate Proportionate Hygiene Religious diet cultural diet moral diet ethical fair trade farming, seasonality consumers Nutrition Calories Legal Illegal Harmful Substance Peer Pressure Healthy friendships Peer Pressure Smoking Alcohol Inner strength Assertiveness Emergency Services Risks and Dangers Private Public Puberty Being unique Body changes Periods Transition Accepting change Having a baby Sperm Egg Foetus Testicles Vagina Womb Ovaries Fertilise Reproduction	<u>Health and Well-being</u> Empathy self-image Media Celebrity Altered Self-respect Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Emergency Procedure Recovery position Calm Level-headed Puberty Erection Wet dream Menstrual Cycle Periods Puberty Periods Sanitary pads Tampons Ovary Vagina Womb/Uterus Larynx Facial hair Growth spurt Hormones <u>Relationships</u> Stable Mutual Respect Culture Conflict Belong Culture wheel	<u>Health and Well-being</u> Infections immunisation and vaccination Sources of support Control Power body – image Self-image Self-esteem Real Celebrity Drugs Effects Motivation Misuse Anti-social Responsible Appropriate Emergency Recovery position CPR Safety Mental health Emotional health Mental illness Symptoms Puberty Sexual Intercourse, Conception Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions <u>Relationships</u> Significant Relationship Special Feelings Close Important Grief

	Family Different Similarities Special Relationship Important Cooperate Friends Likes/dislikes Conflict Point of view Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened Trust Trustworthy Honesty Reliability <u>Living in the Wider World</u> Boys Girls Similar Assumptions Shield Stereotypes Purpose Difference Bully Kind Unkind Feelings Sad Lonely Help Friends Special Unique Different Similarities Value	Female Ovaries Egg Womb Vulva Vagina Private Protect Rights unique <u>Relationships</u> Happiness Celebrating Relationships Family Thank-you Appreciation Skill Attribute Put up Put down Set-back Repairing Friendship Commitment Bullying Care Sharing Fair Rules Stereotype Negative Impact Gender Challenge <u>Living in the Wider World</u> Needs Wants Deprivation United Nations Equality Justice Conflict Solve Rights Responsibilities Similarities Differences Community Contribution Democracy Motivation Citizen Voice Goals Jobs, World of work, Occupation shift, full-time, part-time paid, unpaid, Fund raiser Wage / salary	<u>Relationships</u> Jealousy Love/loss Memories Girlfriends Boyfriends Marriage Arranged Marriage Forced Marriage Cyber Physical Verbal Bullying Bystanders, Reporting, Responsibilities Authority Rules Principles Trolling Abuse Harassment Negative Impact Social Media Problem solve. Stereotype, Racism, Power Superiority <u>Living in the Wider World</u> Similar different identity Judgment Appearance Acceptance Influences Impressions Diverse Aspirations National citizenship Conflict Vote Personal Outcomes Resilience Saving Money Budget Pocket money Charity	Stereotype, sexist, disability, discrimination, gender, role models, Community Laws, anti- social, organisations research, Migration, rights, responsibilities organisation Step families/ blended families Rights Wealth Poverty Responsibilities Prejudice Influence trustworthy domestic violence abuse violence problems Peer pressure Put down Pressure Peer mediator Risk Predict, Potential Hazard High/ medium/ low risk Assessing Responsibility Online safety Relationships Risk Danger Manipulate and Misleading Anarchy Tolerance Homophobic Transphobic <u>Living in the Wider World</u> Cultural diversity Racism Rumours Material wealth Respecting culture Aspirations National citizenship Conflict Vote Participation terms associated with gender identity and sexual orientation Teamwork communication negotiation planning Gambling loans reliable bank accounts saving , credit cards debt	Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Power Control Authority Bullying Script Assertive Strategies Communication Technology Power Control Cyberbullying Abuse Safety Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles <u>Living in the Wider World</u> Power Struggle Imbalance Control Harassment Bullying Disability Sport Perseverance Admiration Stamina Celebration Difference Conflict Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship Admire Respect Achievement Praise Compliment Contribution Recognition Enterprise, Salary, Risk, Influence Careers
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