



Our Intent is: What does it mean to be a safe, responsible and productive citizen, not just in our country, but the wider world as well?

PSHE					
Pendle Year A					
Building on Previous Learning - When A Follows B:-					
What strengths, skills and interests do we have?	How can the media influence people?	How can we manage risk in different places?	What will change as we become more independent? How do friendships change as we grow?	How can we keep healthy as we grow?	What strengths, skills and interests do we have?
Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HEALTH AND WELL BEING What makes up a person's identity?	LIVING IN THE WIDER WORLD What decisions can people make with money?	HEALTH AND WELL BEING How can we help in an accident or emergency?	RELATIONSHIPS How can friends communicate safely?	HEALTH AND WELL BEING How can drugs common to everyday life affect health?	LIVING IN THE WIDER WORLD What jobs would we like?
<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality</p>	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and</p>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H46. about the risks and effects of legal</p>	<p>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</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>

<p>and personal qualities</p> <p>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</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>		<p>ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>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)</p> <p>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</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into</p>
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					careers (e.g. college, apprenticeship, university)
Enhancements The Life Education Van					