

Key Stage 2 PSHE curriculum

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences that reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the key stage 1 stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Year 3/4

Cycle two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	PSHE Mental health RSE Friendships	PSHE Economic wellbeing, aspirations, work, career & money RSE Families and close positive relationships MHM meet your brain	PSHE Drugs, alcohol & tobacco RSE Democracy MHM celebrate	PSHE Ourselves growing & changing RSE Safe relationships MHM appreciate	PSHE Healthy lifestyle RSE Respecting self and others MHM relate	PSHE Media literacy and digital wellbeing RSE Diverse Britain MHM engage
Cross-curricular links						
Knowledge	<u>Health & wellbeing</u>	<u>Living in the wider</u>	<u>Health & wellbeing</u>	<u>Health & wellbeing</u>	<u>Health & wellbeing</u>	<u>Living in the wider</u>

Pupils will ...	<u>Mental health</u>	<u>world</u> <u>Economic wellbeing:</u> <u>aspirations, work &</u> <u>career and money</u>	<u>Drugs, alcohol and</u> <u>tobacco.</u>	<u>Ourselves, growing</u> <u>and changing</u>	<u>Healthy lifestyles</u>	<u>world</u> <u>Media literacy & digital</u> <u>well being</u>
	To recognise everyday things that affect feelings and the importance of expressing feelings To develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways To understand change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <u>Relationships</u> <u>Friendships</u> To recognise what constitutes a positive healthy friendship To understand that the same principles apply to online	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes To recognise 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 To recognise what might influence people's decisions about a job or career To identify the kind of job they might like to do when they are older To recognise that	To understand the effect alcohol has on the body To understand the risks related to drinking alcohol To consider how society limits the drinking of alcohol <u>Living in the wider world</u> <u>Democracy</u> To understand the definition of the word democracy To recognise that we live in a democratic society To understand the terms minority and majority To recognise the main political parties of the UK	To recognise their individuality and personal qualities To recognise that for some people gender identity does not correspond with biological sex To understand personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth To identify how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	To understand what good physical health means; how to recognise early signs of physical illness To understand 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 To recognise how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of healthy lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and	To recognise ways in which the internet and social media can be used both positively and negatively To understand that the internet is an integral part of life and has many benefits To understand the importance of keeping personal information private; strategies for keeping safe online. To recognise how to assess the reliability of sources of information boundaries; and how to make safe, reliable choices from search results To consider the effects of their online actions <u>Living in the wider world</u>

	friendships as to face-to-face relationships To understand how friendships can change over time and that you can make new friends To recognise the benefits of having different types of friends To understand that friendships have ups and downs To identify strategies to resolve disputes and reconcile differences positively and safely	some jobs are more paid 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 that is unpaid. To understand different ways to pay for things and the choices people have about this. To recognise different ways to keep track of money To understand the risks associated with money e.g. it can be lost/stolen and the ways of keeping it safe <u>Relationships</u> <u>Families and close positive relationships</u> To understand about marriage and civil partnership as a legal declaration of	To explore the role of the political parties <u>My Happy Mind</u> <u>Celebrate</u> To understand that scientists discovered that we all have 24 characters strengths but in different amounts To understand that half our character strengths are set by genetics and the other half experiences To recognise that our character can grow based on our experiences To understand that strengths can help us in different situations	<u>Relationships</u> <u>Safe relationships</u> To understand how to respond safely and appropriately to adults they may encounter whom they do not know To recognise different types of physical contact To understand the difference between acceptable and unacceptable physical contact To recognise strategies to respond to unwanted physical contact <u>My Happy Mind</u> <u>Appreciate</u> To recognise that happy breathing will help us to appreciate things we might have forgotten	fruit teas; the effects of smoking) <u>Relationships</u> <u>Respecting self and others</u> To recognise the importance of self-respect To understand how self-respect can affect their thoughts and feelings about themselves To understand that everyone, including them, should be treated politely and with respect (including in school and wider society) To identify strategies to improve or support courteous, respectful relationships To understand the importance of respecting the	<u>Diverse Britain</u> To identify what it is like to live in Britain To describe the benefits of living in a diverse and multi-cultural society To understand the term liberty To describe a diverse society To describe what being British means to them To understand that not everyone lives in a democracy and consider how those people might feel <u>My Happy Mind</u> <u>Engage</u> To understand how their feelings affect their ability to do well in an activity To understand that
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		commitment made by two adults who love and care for each other, which is intended to be lifelong To recognise 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. To understand that people who love and care for each other can be in a committed relationship, living together but may also live apart <u>My Happy Mind</u> <u>Meet your brain</u> To understand how to focus their mind to train their brain To develop their		To understand that the more they show gratitude, the easier it is To develop an attitude of gratitude To understand that dopamine gets released in the brain when they give gratitude To understand how dopamine can help the amygdala stay calm To understand they can use character strengths to appreciate others	similarities and differences between people To recognise what they have in common with others (personality, appearance and background) To discuss and debate topical issues, respecting other people's view point <u>My Happy Mind</u> <u>Relate</u> To understand how their strengths can help their friendships That is can be hard to face differences in friendships To understand that it is a positive thing to see that everyone sees things differently	they have to feel good to do good To recognise what Big Dream Goals are and how to set them To understand how to use perseverance and resilience to help not give up on something <i>To develop strategies to manage transitions between classes and key stages</i>
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		understanding of the roles of team H-A-P To understand how emotions impact team H-A-P To recognise why the Amygdala acts the way it does To recognise how happy breathing helps us during times of stress To understand how to look after our brains to help them be their best			To understand that seeing things from others' perspective gets easier To understand we normally choose friends based on their character To understand that friends can help us problem solve To recognise that when we listen to friends, they will know that we care for them	
Skills Pupils will ...	<u>Health & wellbeing</u> <u>Mental health</u> Communicates how they feel to others Articulates why they feel a certain way	<u>Living in the wider world</u> <u>Economic wellbeing: aspirations, work & career and money</u> Identifies the personal qualities in themselves	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco</u> Recognises what alcohol is and what it can be found in Explain why alcohol	<u>Health & wellbeing</u> <u>Ourselves, growing and changing</u> Identifies personal qualities Recognises how they have changed	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> Explains how to protect themselves from germs Identifies ways to stop the spread of	<u>Living in the wider world</u> <u>Media literacy & digital well being</u> Identifies the devices or applications they use to communicate with a range of people

	Identifies positive and negative emotions <u>Relationships</u> <u>Friendships</u> Knows that families and friends should care for each other Identifies ways to make others feel happier Identifies how and action or a comment can affect the emotions in others and suggests alternatives to avoid negative feelings Engages politely with others over the internet Gives examples of different ways to communicate online Recognises that not everyone will want to be their friend	Recognises what they are good at and what they want to develop Identifies the purpose of a career/job Identifies the reasons why people get jobs Lists the jobs they might like in the future and why they might like them Understands the reasons why a person gets a job e.g. money and that some jobs pay differently to other jobs Recognises how people pay for things and keep track of money <u>Relationships</u> <u>Families and close positive relationships</u>	can be harmful Identifies the ages when it is legal to buy, use or sell alcohol <u>Living in the wider world</u> <u>Democracy</u> Defines the term democracy Explains the terms 'minority' and 'majority' Identifies the main political parties Identifies the key roles in Parliament <u>My Happy Mind</u> <u>Celebrate</u> Learns what character is and where our character comes from Learns what strengths are and what strengths they use the most	physically since they were born Describes how and when they relax/enjoy themselves Identifies their hobbies Identifies what they can do to achieve a target they have set themselves Recognises what they are good at and what they want to develop Thinks about themselves, learns from their experiences and recognises what they are good at <u>Relationships</u> <u>Safe relationships</u> Identifies strategies to use if they feel threatened	germs and the effects of poor hygiene Lists ways teeth can be damaged Identifies why they brush their teeth Identifies how often they need to visit a dentist for check ups Identifies which routines will stop the spread of bacteria and viruses <u>Relationships</u> <u>Respecting self and others</u> Works constructively with others Communicates appropriately to others demonstrating good manners Identifies how people with different	Keeps personal information private Joins in discussions about why they need to be careful online Recognises when sits or links are directing them to a specific site <u>Living in the wider world</u> <u>Diverse Britain</u> Identifies similarities and differences between people Makes statements of fact clearly Understands a short news narrative on a simple subject Recognises what is meant by the term 'liberty' Describes what makes up a diverse society
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	Identifies positive qualities and expectations for a range of relationships	Suggests why their home life is special Explains what love means to them Suggests how people should care for each other Recognises safe and unsafe situation Identifies an appropriate person to ask for help <u>My Happy Mind</u> <u>Meet your brain</u> Understands how the brain and mind work together Understands what neuroplasticity is Understands the role of the amygdala Learns how to 'train the brain' Understands how the	Learns how we can use our strengths in difficult situations Learns how we can grow and adapt strengths	Explains who is a stranger Agrees rules on touching Recognise that their body belongs to them Specifies touches that they do and do not like Defines what they mean by the term 'personal space' Identifies ways to protect their personal space from inappropriate invasion <u>My Happy Mind</u> <u>Appreciate</u> Learns how to develop an Attitude of Gratitude Learns what hormone is released when we give or	values or customs have different lives to them Explores which factors make people different or similar and how differences can cause problems or create relationships <u>My Happy Mind</u> <u>Relate</u> Learns how to understand and celebrate differences Learns what Stop, Understand and Consider means Learns how to better understand their differences Learns how seeing things from a different perspective gets easier Learns what makes a	<u>My Happy Mind</u> <u>Engage</u> Recalls skills learnt from previous modules throughout the year Learns that they engage in activities which can help them to feel good Learns what Big Dream Goals are Learns how perseverance and resilience help us Learns how to stay focussed on goals Learns how positive habits help us to be our best
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		brain is structured Understands what neurons and neural pathways are		receive gratitude Learns how to appreciate themselves	good friend Learns how friends help us solve problems	
Key vocabulary	Mental health Feelings Emotions Death Loss Bereavement Tragic Grief Friendship Positive Strategies Relationship Online Face-to-face New Developed Benefits Disagreement Disputes Reconciliation	Positive Achievement Goal Outcome Job Career Influence Salary Voluntary Money Marriage Civil partnership Commitment Legal Love Crime Arranged Forced Support Brain Cells Hippocampus Amygdala Prefrontal Cortex Mind Focus	Alcohol Risks Society Limit Democracy Minority Majority Political United Kingdom Labour Conservative Prime Minister MP Character strengths Genetics Love and kindness Bravery and honesty Exploring and learning Teamwork and friendship Love of life and our world Unique Special Strength spotting	Personal Qualities Gender Biological Strengths Skills Achievements Ethnicity Family Faith Culture Hobbies, Likes/dislikes Failure Safely Stranger Physical Contact Acceptable Unacceptable Help Appreciate Grateful Thankful Wheel of gratitude Our self	Physical Illness Bacteria Virus Hygiene Routine Personal hygiene Dentist Oral hygiene Brushing Flossing Self-respect Feelings Society Wider-community Courteous Respectful Relationships Similarities Differences Personality Appearance Background Topic Debate Character	Internet Social media Positive Negative Benefits Boundaries Privacy Sources Britain Diverse Multi-cultural Liberty Society Engage Activity Goal Feel good Do good Believe to Achieve Habits Perseverance Resilience Big Dream Goals Transition

		Neuroplasticity Neuron Neural pathway Happy breathing Fight, flight, freeze Oxygen		Others Experience Dopamine Attitude of Gratitude	Strength Relate Get along People Active listening Friendship Relationship Differences	
Extra-curricular opportunities						
Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	PSHE Mental health RSE Friendships	PSHE Economic well being, aspirations, work, career & money RSE Families and close positive relationships MHM meet your brain	PSHE Drugs, alcohol & tobacco RSE Democracy MHM celebrate	PSHE Ourselves growing & changing RSE Safe relationships MHM appreciate	PSHE Healthy lifestyle RSE Respecting self and others MHM relate	PSHE Media literacy and digital wellbeing RSE Diverse Britain MHM engage
Cross Curricular Links			Science Diet, drugs and lifestyle			
Knowledge	<u>Health & wellbeing</u>	<u>Living in the wider</u>	<u>Health & wellbeing</u>	<u>Health & wellbeing</u>	<u>Health & wellbeing</u>	<u>Living in the wider</u>

Pupils will ...	<u>Mental health</u> To identify strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <u>Relationships</u> <u>Friendships</u>	<u>world</u> <u>Economic wellbeing: aspirations, work & career and money</u> To recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. To understand stereotypes in the workplace and that a person's career aspirations should not be limited by them To recognise a variety of routes into careers e.g. college, apprenticeship, university To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes	<u>Drugs, alcohol and tobacco</u> <i>*preventing early use</i> To understand the effects, risks and law relating to cannabis To understand the risk of volatile substance abuse (VSA) To be aware of the options for getting help, advice and support <u>Living in the wider world</u> <u>Democracy</u> To understand the role of democracy in the UK including the institutions which support it both nationally and locally (schools, council, government) To understand the role of Parliament and its main functions	<u>Ourselves, growing and changing</u> To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction To recognise 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). To understand about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	<u>Healthy lifestyles</u> To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed To identify 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 To recognise the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online To recognise how	<u>world</u> <u>Media literacy & digital well being</u> To understand some of the different ways information and data is shared and used online, including for commercial purposes To understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices share information. To identify what to do if frightened or worried by something seen or read online and how to report concerns. <u>Living in the wider world</u> <u>Diverse Britain</u> To understand the range of faiths and ethnicities in Britain
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	To recognise peer influence and knowing the difference between positive and negative peer influence To identify strategies for recognising and managing peer influence and a desire for peer approval in friendships To recognise if a friendship online is making them feel unsafe, how they can manage this and ask for support if necessary To understand that friendships have ups and downs To identify strategies to resolve disputes and reconcile differences positively and safely	something good value for money To recognise that peoples spending decisions can affect others and the environment To recognise that people make spending decisions based on priorities, needs and wants To identify the ways that money can impact on people's feelings and emotions <u>Relationships</u> <u>Families and close positive relationships</u> To recognise that there are different types of family structure. To understand that families can give family members love, security and stability	To identify main political buildings and why they are key in the running of the democratic systems To understand the importance of debate; how to research and discuss key topics and events <u>My Happy Mind</u> <u>Celebrate</u> To understand how the 24 character strengths are organised into 6 key virtues To understand how Strength Spotting shows children how strengths can be used in different ways To recognise how they can move their strengths around and grow them	To recognise how to get more information, help and advice about growing and changing, especially about puberty. <u>Relationships</u> <u>Safe relationships</u> To understand how to recognise pressure from others To identify when someone (including adults) is making them do something that is unsafe or makes them feel uncomfortable To identify strategies for managing this To recognise where to get advice and report concerns if worried about someone's safety <u>My Happy Mind</u>	and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. <u>Relationships</u> <u>Respecting self and others</u> To understand that personal behaviour can affect people To recognise and model respectful behaviour online To understand that everyone, including people online should be treated politely and with respect by others To listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different	To identify ways of showing respect to people of all faiths and ethnicities To identify and discuss the role of charities in the community To identify and discuss the role of voluntary groups in the community To recognise how charity and volunteer groups help meet the needs of all people in the community (<i>opportunity to visit/support/fundraise for local charity</i>) <u>My Happy Mind</u> <u>Engage</u> To understand how to set goals linked to transition To recognise their concerns and define strategies to overcome
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		To recognise other shared characteristics of healthy family life and that families are there for each other in times of difficulty To understand how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice <u>My Happy Mind</u> <u>Meet your brain</u> To recognise the difference between the brain and the mind To understand the benefits of happy breathing in times of stress To recognise that everyone has different triggers that cause fight, flight or	To understand that the Hippocampus stores strengths as memories	<u>Appreciate</u> To understand what appreciation means and how we show appreciation to others To understand the importance and purpose of gratitude To recognise how it makes others feel when we create a Gratitude Domino Effect. To identify the link between gratitude and our neural pathways	to their own. To discuss and debate topical issues, respect other people's view point and constructively challenge those they disagree with <u>My Happy Mind</u> <u>Relate</u> To identify top 5 strengths To explore the role of the prefrontal cortex in more detail To understand that they can train their brain to notice how people use their strengths differently To recognise that friends help solve problems and it is important to show gratitude towards them	them To identify how they can use their strengths to leverage the opportunities that they are excited about To create goals around leveraging and practising the tools they have learned <i>To develop strategies to manage transitions between classes and key stages</i>
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		freeze To understand the role of Dopamine and Cortisol in the brain				
Skills Pupils will ...	<u>Health & wellbeing</u> <u>Mental health</u> Considers how to cope with anger Identifies a range of strategies for coping with emotional difficulties Identifies if they are having difficulties with negative feelings or thoughts Prepares for change e.g. transferring to secondary school etc. Identifies self-help strategies for managing strong emotions <u>Relationships</u>	<u>Living in the wider world</u> <u>Economic wellbeing: aspirations, work & career and money</u> Recognises the importance of teamwork and communication Understands that careers can take different forms; there is more than one way to establish a career e.g. college, apprenticeship etc. To assess the benefits of saving vs spending To identify the emotional barriers and implications that come with money Discusses how they	<u>Health & wellbeing</u> <u>Drugs, alcohol and tobacco</u> Identifies some risks involved with substance use and misuse Outlines factual information concerning legal and illegal substances, including alcohol and tobacco Lists alternative methods of getting help or advice <u>Living in the wider world</u> <u>Democracy</u> Considers the statement that we are	<u>Health & wellbeing</u> <u>Ourselves, growing and changing</u> Identifies established vocabulary used in class to describe different parts of a male and female body Labels parts of a female and male body showing changes which begin to occur at the start of puberty Recognises that puberty may bring psychological and emotional changes and how they may affect relationships Knows that only females menstruate	<u>Health & wellbeing</u> <u>Healthy lifestyles</u> Explains a range of uses for non-prescriptions medicines Identifies which routines will stop the spread of bacteria and viruses Identifies the benefits of sun exposure and risks of over exposure Understands the link between sun damage and the risk of skin cancer Understands the benefits of the internet	<u>Living in the wider world</u> <u>Media literacy & digital well being</u> Knows how information and data is shared online Considers how balanced the information is, depending on the purpose of the website Identifies the purpose of the site <u>Living in the wider world</u> <u>Diverse Britain</u> Appreciates the range of regional, religious and ethnic identities in the UK

	<u>Friendships</u> Recognises the pressure someone can be put under when 'dared' Knows that friendships may have hard times, but can be repaired Knows how to: recognise who to trust, judge when a friendship is making them unhappy, manage conflict and seek help Knows how to critically consider online friendships Identifies strategies to resist dares Identifies responsibilities of being a friend	can help other members of their community <u>Relationships</u> <u>Families and close positive relationships</u> Describes different family structures Knows that families are important for children growing up because they can give love, security and stability Knows the characteristics of healthy family life: commitment, protection, care and time Knows how to recognise if family relationships are making them feel unhappy or safe, and how to seek help <u>My Happy Mind</u> <u>Meet your brain</u>	'fortunate to be part of a democracy' Explains the main functions of Parliament Identifies the difference between the House of Commons and the House of Lords Develops their ideas through discussion <u>My Happy Mind</u> <u>Celebrate</u> Learns why it is important to use our strengths Learns why it is important to use our strengths in more detail Learns how to use different strengths in different situations Understands how strengths help when	Understands that wet dreams and erections are a natural part of growing up Recognises when menstruation can begin and how to manage it Understands that puberty starts at different ages for different people and is a gradual process Recognises that some cultural practises are against British law and universal human rights <u>Relationships</u> <u>Safe relationships</u> Identifies strategies to resist dares Knows how to respond safely and appropriately to	Knows the importance of balancing time online with other activities <u>Relationships</u> <u>Respecting self and others</u> Deals politely with those who have an opposing view Identifies ways differences can be resolved Knows they should be respected and respect others including online Demonstrates respect for other people's viewpoints and beliefs <u>My Happy Mind</u> <u>Relate</u> Learns how to understand and	Demonstrates respect for other people's viewpoints and beliefs Recognises they have a responsibility towards their community Suggests reasons to become involved in a community project Explores the work of voluntary organisations <u>My Happy Mind</u> <u>Engage</u> Recalls skills learnt from previous modules throughout the year Understands how our feelings affect our engagement levels Learns how perseverance and resilience helps us
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		Learns how you can train your mind Understand why the amygdala behaves the way it does Recognises what triggers the amygdala Learns how to calm the amygdala Learns what neurons and neural pathways are Understands how happy breathing is really good for our brains Understands the role of cortisol and how we manage our cortisol levels	we are worried about something	strangers they encounter Recognises the pressure of unwanted contact Describes ways in which to avoid unwanted contact Explains how to avoid to acceptable or unacceptable physical contact Identifies sources of information, support and advice for children and young people Knows where to get advice e.g. family, school <u>My Happy Mind</u> <u>Appreciate</u> Learns how to develop a deeper sense of gratitude	celebrate our differences Develops active listening to help them 'Stop, Understand and Consider' Learns how to better understand our differences Learns how we can use our strengths in different ways Understands the link between Active Listening and Stop, Understand and Consider	
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				Understands what happens when we give or receive gratitude Understands what hormone is released when we give or receive gratitude Understands the link between character strengths and gratitude for ourselves		
Key vocabulary	Feelings Confliction Appropriate Proportionate Warning signs Triggers Mental health Support Emotions Transitions Peer influence Strategies Desire Approval Friendships Disputes Reconciliation	Skills Workplace Career Teamwork Communication Negotiation Stereotypes Aspirations University Career Apprenticeship Saving Bank Credit Debt Gambling Mental wellbeing Family structure	Cannabis Volatile substance abuse Risks Law Legal Democracy Nationally Locally School Council Government Parliament Politics Democratic Debate Research Wisdom	Genitals Organs Puberty Menstruation Erections Wet dreams Personal hygiene Female genital mutilation Pressure Unsafe Uncomfortable Consent Appreciate Grateful Thankful Wheel of gratitude Experiences	Medicine Health Disease Vaccinations Immunisations Allergies Sun exposure Sun stroke Sun damage Skin cancer Respect Behaviour Online Traditions Belief Lifestyle Character strengths Relate	Information Sharing Online Data protection Commercial Devices Concern Faith Ethnicities Community Britain Charity Voluntary Fundraise Engage Activity Goal Perseverance

		Stability Security Characteristics Healthy Unhealthy Difficulty Brain Cells Hippocampus Amygdala Prefrontal cortex Mind Focus Neuroplasticity Neuron Neural pathway Fight, flight, freeze Read danger Perceived danger Trigger Oxygen Cortisol	Courage Humanity Justice Temperance Transcendence Virtues Strength Spotting Top Strengths Neuroplasticity Team H-A-P Dopamine Habits Neural pathways Cortisol	Team H-A-P Happy breathing Dopamine Attitude of Gratitude Neuroplasticity Habit Domino effect	Get along People Active listening 'Stop, understand and consider' Friendships Relationships Differences Perspectives Team H-A-P Dopamine	Feel good Do good Believe to achieve Happy breathing Habits Perseverance Resilience Dopamine Cortisol Team goals Transition
Extra-curricular opportunities						