**Ensuring all areas of PSHE are covered and underpinned by Christian distinctiveness**

From September 2020, Relationships, Sex and Health Education becomes mandatory in all schools in England.

Although other elements of PSHE are not mandatory they are of equal importance. Indeed, they weave through and relate closely to RSHE. For example, understanding economic wellbeing has a huge impact on the health of long-term relationships, families and mental health. An understanding of shared responsibilities, equalities and diversity will impact on anti-bullying and all peaceful relationships with others. Careers education too relates to self-esteem and has impact on life-long mental wellbeing.

It is important that schools do not teach RSHE to the exclusion of these essential aspects of PSHE. Church of England and Methodist schools need to ensure that these aspects are underpinned by, and offered a distinctive rationale rooted in, Christian belief and practice.

Outlined at further length below, with distinctive Christian underpinning, these are the PSHE topics which are not covered by RSHE[[1]](#footnote-1):

Key Stages 1 and 2

* Shared responsibilities
* Communities
* Media literacy and digital resilience
* Economic wellbeing: money
* Economic wellbeing: aspirations, work and careers

Key Stages 3 and 4

* Learning skills
* Choices and pathways
* Work and career
* Employment rights and responsibilities
* Financial choices
* Media literacy and digital resilience

**Key Stages 1 and 2 PSHE topics not covered by RSHE**

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| **PSHE learning outcome statements: Shared responsibilities** | | |
| **KS1** | **KS2** | **Possible resources to help deliver this** |
| Pupils can talk about what rules are, why they are needed and why different rules are needed for different situations.  Pupils understand how people and other living things have different needs; about the responsibilities of caring for them.  Pupils know about things they can do to help look after their environment. | Pupils recognise reasons for rules and laws; consequences of not adhering to rules and laws.  Pupils recognise that there are human rights that are there to protect everyone.  Pupils know about the relationship between rights and responsibilities.  Pupils understand the importance of having compassion towards others; the shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (Relationships / anti-bullying)  Pupils know 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). | <https://rshp.scot/first-level/#Lookingafterplantsandanimals> (KS1)  <https://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/>  (KS2)  <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights> (for Yr6)  <https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack> (KS2)  <https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/03/CRE_Core_Materials_Student_Workbook_EN.pdf>  (KS2)  <https://www.bbc.co.uk/newsround/50475510> (KS1/2)  <https://www.bbc.co.uk/newsround/33121570> (KS1/2)  <https://www.bbc.co.uk/bitesize/topics/zdyycdm/resources/1> (KS1)  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-why-should-i-be-good/zmbrkmn>  <https://www.wwf.org.uk/get-involved/schools/resources>  <https://ypte.org.uk/lesson-plans>  <https://www.oxfam.org.uk/education/resources> |

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| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Pupils will understand that Christians believe that everyone has been made by God and that they need to treat others with great care.  Pupils will begin to understand the ‘Golden Rule’ of Matthew 7:12: “Whatever you wish others would do to you, do unto them.”  Pupils will understand that Christians believe that God created the universe; that we should delight in it and look after it carefully. | Pupils will begin to explore why the Ten Commandments were written (RE) and consider what a world would be like where the Ten Commandments and the ‘Golden Rule’ were not followed.  Pupils will be able to understand that they and others sometimes make mistakes (are ‘fallen’), that we need to try to forgive others (salvation) and encourage them to grow towards goodness, with the help of God and others, through deeds and prayer or contemplation.  Pupils will explore the importance of community; Christians believe that all have been made by God and are worthy of respect, protection, care and inclusion; that we all have a responsibility to work for the health of all and to campaign for justice. (Courageous Advocacy - SIAMS)  Pupils will understand the Christian belief in creation and will explore the responsibility of humans to care for the planet. The Christian concept of stewardshipwill be understood. (RE) | <http://www.understandingchristianity.org.uk>  <https://www.christianaid.org.uk/get-involved/schools>  <https://www.imaginor.co.uk/>  <https://www.ventforchange.co.uk/share-a-pencil-day/>  <https://bristolsacre.org.uk/site/religious-eduction/cpd-for-re-teachers/> (resources from the Bristol SACRE 2020 conference *RE to Save the Planet?*) |

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| **PSHE learning outcome statements: Communities** | | |
| **KS1** | **KS2** | **Possible resources to help deliver this** |
| Pupils know about the different groups they belong to. (Relationships Education)  Pupils know about the different roles and responsibilities people have in their community.  Pupils recognise the ways they are the same as, and different to, other people. | Pupils know about the different groups that make up their community; what living in a community means.  Pupils value the different contributions that people and groups make to the community.  Pupils understand diversity: what it means; the benefits of living in a diverse community; value diversity within communities.  Pupils know about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. (Relationships Education)  Pupils know about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. | <https://www.teachwire.net/news/8-ways-to-celebrate-diversity-with-primary-children>  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-fair/zh98qp3>  <https://www.brent.gov.uk/media/387128/Living%20in%20a%20diverse%20world.pdf> (needs adapting to your geographical location - and editing but some good ideas)  <https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and> (Relationships Education) |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Pupils will understand that Christians believe all people are created and wonderfully made; that we are made unique and different.  Pupils will understand all the ways humans are different and special; that these should be observed, protected, and celebrated. | Pupils will understand that there are many ways of being human; someone else’s specialness does not take away from their own uniqueness. This is rooted in the belief that God’s love is expansive and includes all peoples and cultures.  Pupils will understand that people arefallen and might stereotype or show prejudice towards some groups of people in order to feel more powerful or better than others.  Pupils will understand that prejudiced behaviour needs challenging and that people need to be offered a kinder way of seeing and treating others as they would wish to be regarded and treated themselves. | Relating to teaching about the Creation and Fall in *Understanding Christianity* (RE)  Through Collective Worship and Character Education work  <https://www.imaginor.co.uk/> |
| **PSHE learning outcomes: Media literacy and digital resilience** | | |
| **KS1** | **KS2** | **Possible resources to help deliver this** |
| Pupils know how the internet and digital devices can be used safely to find things  out and to communicate with others.  Pupils know about the role of the internet in everyday life.  Pupils know that not all information seen online is true. | Pupils recognise ways in which the internet and social media can be used both positively and negatively.  Pupils know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.  Pupils know about some of the different ways information and data is shared and used online, including for commercial purposes.  Pupils know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.  Pupils recognise things appropriate to share and things that should not be shared on social media; understand rules surrounding distribution of images.  Pupils know 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. | <https://www.childnet.com/resources/trust-me> (excellent for KS2)  <https://www.bbc.co.uk/bitesize/topics/zymykqt> (KS1 clips and guides)  <https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&utm_source=edcoms&utm_campaign=Sept2016_PSHE_edcoms&utm_content=resources>  A lot of good materials - just too much for the time available so careful selection is needed! |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Pupils will understand that Christians believe that they as an individual are fearfully and wonderfully made.  Pupils can understand that they are worthy of protecting from people who might lie to them and trick them online. | Pupils will understand that Christians believe that they are of ultimate worth and therefore they need to be wise as to how use the internet in a way that ensures they access truthful and accurate information.  Pupils will understand that Christians believe that we are all ‘fallen’ and some people will lie, deceive, manipulate information and images, and target young people. They need to protect themselves from these people and report them when appropriate.  Pupils can understand thetemptation to share information and images and can suggest strategies to resist this behaviour. | Teaching about Creation, the Fall and Salvation in *Understanding Christianity* (RE)  Through Collective Worship and Character Education work  <https://www.imaginor.co.uk/> relating this work to the Value of Truthfulness  <https://www.messychurch.org.uk/sites/default/files/uploads/Messy%20Church%20Real%20me%20session.pdf>  (excellent materials from Messy Church, written to support Rt Revd Rachel Treweek, the Bishop of Gloucester’s campaign *Liedentity* |

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| **PSHE learning outcomes: Economic wellbeing: money** | | |
| **KS1** | **KS2** | **Possible resources to help deliver this** |
| Pupils understand what money is, the forms that money comes in, that money comes from different  sources.  Pupils know that people make different choices about how to save and spend money.  Pupils know about the difference between needs and wants; that sometimes people may  not always be able to have the things they want.  Pupils know that money needs to be looked after; different ways of doing this. | Pupils know about the different ways to pay for things and the choices people have about this.  Pupils recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.  Pupils know that people’s spending decisions can affect others and the environment (e.g. FairTrade, single-use plastics, giving to charity).  Pupils can recognise that people make spending decisions based on priorities, needs and wants.  Pupils know different ways to keep track of money.  Pupils know about risks associated with money (e.g. can be won, lost or stolen) and ways of keeping money safe.  Pupils know 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.  Pupils can identify the ways that money can impact on people’s feelings and emotions.  (Health and Relationships Education) | <https://natwest.mymoneysense.com/teachers/>  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/exploring-risk-relation-gambling-lesson-pack-ks2> |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Pupils can be thankful for money.  Pupils understand that we need to be careful and look after our money wisely. | Pupils can explain the Christian idea of stewardship - of carefully and wisely looking after that which you have been given, in a way that shows care to others.  Pupils can explain how money can be used to bring about justice for others and care for creation.  Pupils can understand how poor or risky behaviour can lead to someone feeling trapped and how their family might suffer; how wise choices and support with money can make someone feel secure and free from financial worries.  Pupils can understand that everything comes from God (including our money) and that it is good to share and be generous. | <https://www.lifesavers.co.uk/>  This has excellent materials about financial education for schools including excellent linked values, assemblies and acts of collective worship. It was commissioned by Archbishop Justin Welby and is linked to the values of generosity, justice and thankfulness, and underpinned by the vision for Wisdom in all matters**.** It is a ***highly recommended resource*** for CE schools and in certain areas of the country there is funding to link with a local credit union and hold a savings bank in school for pupils. |

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| **PSHE learning outcome statements: Economic wellbeing: aspirations, work and careers** | | |
| **KS1** | **KS2** | **Possible resources to help deliver this** |
| Pupils understand that everyone has different strengths.  Pupils know that jobs help people earn money to pay for things.  Pupils can name different jobs done by people they know or people who work in the community.  Pupils know about some of the strengths and interests someone might need to do different jobs. | Pupils recognise positive things about themselves and their achievements; can set goals to help achieve personal outcomes.  Pupils know 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.  Pupils know about stereotypes in the workplace and that a person’s career aspirations should not be limited by them.  Pupils know what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, personal strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).  Pupils know that some jobs are paid more than others, that money is one factor which may influence a person’s job or career choice, that people may choose to do unpaid voluntary work.  Pupils know about some of the skills that will help them in their future careers (e.g. teamwork, communication, negotiation).  Pupils can identify the kind of job that they might like to do when they are older.  Pupils recognise a variety of routes into careers (e.g. college, apprenticeship, university). | <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j>  A philosophical questioning about identity that can lead to pupils understanding their uniqueness in the face of change.  <https://www.equalityhumanrights.com/en/lesson-activity-ideas>  <https://natwest.mymoneysense.com/teachers/>  <https://www.stepintothenhs.nhs.uk/primary-schools/KS2-resources>  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39> |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Pupils understand that Christians believe they have been specially made with specific gifts and skills; there is no one else the same as them.  Pupils can understand that sharing their gifts and skills can make their community and the world richer. | Pupils will understand and explore the Christian concept of vocation or ‘calling’; all are called into a life of Love (Character Education through teaching Values communicates our school’s expectations); all are called into a spiritual and moral life where we care for others and serve; there is also a notion of a specific individual calling to lead the life that you have been gifted or equipped to have, in order to serve and make the world a better place; we are all different, people will have different gifts, talents and temperaments, each of our life’s paths will be unique.  Pupils will understand that injustice, stereotyping, prejudice and discrimination can prevent someone from fulfilling their vocation; that we need to challenge this both as individuals and as a community. | <https://www.barnabasinschools.org.uk/who-am-i-support-material>  <http://www.ukvocation.org/?page_id=175> (The KS1 materials are a good introduction to the idea of vocation as ‘what makes you happy’, asking the question of whether serving others makes us happy  <http://www.ukvocation.org/?page_id=46> This short film and text can be demanding for Year 6but asks with the question “What do some Roman Catholic Christians believe about the idea of ‘Vocation’?” If everyone saw their work and their life as a vocation, would it make the world happier? |

**Key Stages 3 and 4 PSHE topics not covered by RSHE**

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| **PSHE learning outcome statements: Learning skills** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students know about study, organisational, research and presentation skills.  Students can review their strengths, interests, skills, qualities and values, and know how to develop them.  Students can set realistic yet ambitious targets and goals.  Students know the skills and attributes that employers value.  Students know the skills and qualities required to engage in enterprise.  Students understand the importance and benefits of being a lifelong learner. | Students can evaluate and further develop their study and employability skills.  Students can evaluate their own personal strengths and areas for development and use this to inform goal setting.  Students know how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. | <https://www.bbc.co.uk/learningenglish/gothedistance/studyskills>  <https://www.bbc.co.uk/bitesize/articles/zw8qpbk>  <https://www.bbc.co.uk/bitesize/articles/zb7j382>  <https://campaignresources.phe.gov.uk/schools/resources/exam-stress-lesson-plan-pack> |

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| **PSHE learning outcome statements: Choices and pathways** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students know 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.  Students know about routes into work, training and other vocational and academic opportunities, and progression routes.  Students know the benefits of setting ambitious goals and being open to opportunities in all aspects of life.  Students can recognise and challenge stereotypes and family or cultural expectations that may limit aspirations. | Students know about the range of opportunities available to them for career progression, including in education, training and employment.  Students know about the need to challenge stereotypes, about particular career pathways, can maintain high aspirations for their future and can embrace new opportunities.  Students know about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities. | <https://www.youthemployment.org.uk/teachers-resources/careers-lesson-plans/>  <https://www.worldskillsuk.org/directions/careers-advice-resources>  <https://www.truetube.co.uk/film/what-do-you-mean-i-cant-change-world>  <https://www.truetube.co.uk/film/poor-black-people>  <https://nationalcareers.service.gov.uk/>  <https://www.bbc.co.uk/bitesize/careers>  <https://www.bbc.co.uk/teach/teach/careers-collection/zbvrt39>  <https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-bias-and-discrimination-in-hiring-practices> good lesson - but an American example  [https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination](https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination )  Worksheets 16-24 give some very good case studies of some work place discrimination. This may be taught as an aspect of a wider topic on equalities, prejudice and discrimination, which can be part of Relationships Education and relates to anti-bullying work.  <https://www.staffsquared.com/blog/types-discrimination-workplace/> |

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| **PSHE learning outcome statements: Work and career** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students know the different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.  Students know about different work roles and career pathways, including clarifying their own  early aspirations. | Students know about the labour market; local, national and international employment opportunities.  Students know about employment sectors and types, and changing patterns of employment.  Students can research, secure and take full advantage of any opportunities for work experience that are available.  Students know how to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.  Students know the benefits and challenges of cultivating career opportunities online.  Students know strategies to manage their online presence and its impact on career opportunities. | <https://barclayslifeskills.com/educators/lessons/>  <https://www.myworldofwork.co.uk/partner-resources>  <https://nationalcareersweek.com/new-site-template/resources-2/>  <https://nationalcareers.service.gov.uk/>  <https://www.topresume.com/career-advice/3-tips-to-ensure-your-online-presence-is-helping-your-job-search> information - not a teaching resource  <https://barclayslifeskills.com/educators/lessons/online-reputation-in-the-workplace/> |

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| **PSHE learning outcome statements: Employment rights and responsibilities** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students know about young people’s employment rights and responsibilities.  Students can manage emotions in relation to future employment. (Health Education) | Students know the skills and attributes to manage rights and responsibilities at work, including health and safety procedures.  Students know about confidentiality in the workplace, when it should be kept and when it  might need to be broken.  Students know about the unacceptability and illegality of discrimination and harassment in  the workplace, and how to challenge it. | <https://www.bbc.co.uk/bitesize/topics/zjq2pv4>  <https://www.bbc.co.uk/bitesize/guides/zcs4ng8/revision/4>  <https://www.skillsyouneed.com/ips/confidentiality.html> - (Information rather that a teaching resource)  <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010>  (British Values) |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| **“I come that they might have life in all its fullness” (John 10:10)**  Students are encouraged to let their light shine and have the study skills and understanding about employability that may remove the barriers to flourishing.  Students will continue to explore ideas about vocation; understand their unique gifting and the idea of a general calling for all people to serve one another and build a better world for everyone(Kingdom of God).  Students should have their eyes open to see the ‘fallen’ nature of institutions, employers and families in terms of prejudice and discrimination which may limit their possibilities need to be challenged and overcome. | **“I come that they might have life in all its fullness” (John 10:10)**  Students understand themselves as uniquely made by God.  Students can be secure and truthful in appreciating their gifts and weaknesses in the light of being robustly loved.  Students, in understanding themselves, can channel their unique gifts and challenge their weaknesses to ensure the best future for themselves and others.    Students will continue to explore ideas about vocation; understand their unique gifting and the idea of a general calling for all people to serve one another and build a better world for everyone(Kingdom of God).  Students, having an understanding of the Gospelmessage that none should be left out and all are included.  Students will be sensitive to injustice in the workplace.  Students will have strategies for challenging injustice and harassment, and for standing by and supporting those who suffer. | Invite local people who feel they have a “Vocation” into school to talk / be interviewed by students.  <https://www.churchofengland.org/life-events/vocations> not Written as lesson resources but good ideas to be lifted; some good short films in the 18-30 section.  <https://www.christianaid.org.uk/schools/secondary-teaching-resources> |

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| **PSHE learning outcome statements: Financial choices** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students can assess and manage risk in relation to financial decisions that young people might make.  Students know about values and attitudes relating to finance, including debt.  Students can manage emotions in relation to money.  Students can evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.  Students can recognise financial exploitation in different contexts (e.g. drug and money mules, online scams). | Students know how to effectively budget; the benefits of saving.  Students know how to effectively make financial decisions, including recognising the  opportunities and challenges involved in taking financial risks.  Students can recognise and manage the range of influences on their financial decisions.  Students know how to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.  Students know the skills to challenge or seek support for financial exploitation in different  contexts including online.  Students can evaluate the financial advantages, disadvantages and risks of different  models of contractual terms, including self-employment, full-time, part-time and zero-hours contracts. | <https://barclayslifeskills.com/educators/lessons/>  <https://natwest.mymoneysense.com/teachers/>  <https://www.truetube.co.uk/list?search=money&page=1>  <https://www.bankofengland.co.uk/education/econome>    <https://www.ygam.org/> Excellent suite of resources and free online training.  <https://www.bigdeal.org.uk/>  <https://ccfwebsite.com/bbc-documentary-about-the-gambling-addiction/>  <https://barclayslifeskills.com/educators/lessons/self-employment/>  <https://www.ucas.com/careers/employment/understanding-employment-contracts> Information rather than class resources but a useful basis. |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Students can evaluate the Christian idea of stewardship - of carefully and wisely looking after that which you have been given and in a way that shows care to others.  Students can explain how money can be used to bring about justice for others and care for creation.  Students understand how poor or risky behaviour can lead to someone feeling trapped and how their family might suffer; how wise choices and support with money can make someone feel secure and free from financial worries.  Students can have their eyes opened to the way of the‘fallen’ world in which advertisers, peers, online scammers and others can lie and persuade them in order to access their money; can explore strategies to protect themselves and make wise choices.  Students can understand that everything comes from God (including our money) and that it is good to share and be generous. | Students can evaluate the usefulness of money as a gift to be thankful for and a tool to share with others.  Students will also evaluate the way in which money can entrap people.  Students will examine the addictive nature of gambling and other exploitative ways that poor choices regarding money can lead to unhappiness and a lack of freedom - poor stewardship of the gifts given by God .  Students will be able to understand that Christians teach that “The truth will set your free” (John 8.32) – that the aim of the Gospel is that people should be free of that which binds them (including debt and the compulsive gambling);  to explore the work of Credit Unions and gambling recovery programmes in helping to liberate those in trouble. | <https://www.theguardian.com/football/2019/aug/09/church-criticises-wayne-rooney-over-derby-gambling-tie-up>  Why did the Bishop of St Albans criticise Wayne Rooney?  <https://ag.org/Beliefs/Position-Papers/A-Biblical-Perspective-on-Gambling>  A simple presentation of the Assemblies of God’s theology on gambling. |

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| **PSHE learning outcome statements: Media literacy and digital resilience** | | |
| **KS3** | **KS4** | **Possible resources to help deliver this** |
| Students know that features of the internet can amplify risks and opportunities (e.g. speed and scale of information sharing, blurred public and private boundaries, a perception of anonymity).  Students can establish personal values and clear boundaries around aspects of life that they want to remain private; know strategies to safely manage personal information and images online, including on social media.  Students know 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.  Students recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.  Students understand how the way that people present themselves online can have positive and negative impacts on them.  Students can make informed decisions about whether different kinds of media and digital content are appropriate to view and can develop the skills to act on them.  Students know that on any issue there will be a range of viewpoints; can recognise the potential influence of extreme views on people’s attitudes and behaviours.  Students can respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. | Students know that there are positive and safe ways to create and share content online and the opportunities this offers  Students know strategies for protecting and enhancing their personal and professional reputation online.  Students know that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events.  Students know how personal data is generated, collected and shared - including by individuals - and the consequences of this.  Students know how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; know strategies to manage this.  Students know strategies to critically assess bias, reliability and accuracy in digital content.  Students know can assess the causes and personal consequences of extremism and intolerance in all their forms.  Students can recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate, and know ways to respond to anything that causes anxiety or concern. | <https://www.childnet.com/resources/trust-me>  <https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html>  <https://www.thinkuknow.co.uk/11_13/>  <https://www.bbc.co.uk/teach/class-clips-video/pshe--computing-gcse-digital-literacy/zmxsnrd>  <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>  <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases>  <https://www.weareteachers.com/recognize-bias/>  <https://educateagainsthate.com/category/teachers/classroom-resources/>  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson>  <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/> |
| *Underpinning beliefs to be explored in Church of England/Methodist schools* | | |
| Students will understand that Christians believe that all lives are sacred, are made in the image of God, are worthy of protecting from those who may harm them, target and exploit or lie to them online or in real life.  Students will have their eyes open to the ‘fallen’ nature of those who seek to manipulate and take from people with no regard for their wellbeing; will have strategies to see this behaviour and protect themselves.  Students understand that people are diverse and loved by God - that all are included; understand a diversity of beliefs and opinions and be able to disagree respectfully.    Students will also be able to recognise extremist views and markers of grooming, and know where they can report this and access support. | | <https://www.youtube.com/watch?v=9qN4XBNHVEc>  <https://www.gloucester.anglican.org/parish-resources/communications/liedentity/> |

1. Learning outcome statements taken from the [*PSHE Association Programme of Study*](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935) [↑](#footnote-ref-1)