

Entitlements for PSHE September 2025

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. Schools may go beyond these requirements and teach other content in addition to this. Key Stage 2 content may be taught in Key Stage 1.

This document is mandatory for mainstream schools from September 2025, although schools can use part or all of this document before if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings.

Where there is a tension between covering all the material in this document and ensuring that what is being taught is understood and remembered, schools should prioritise learning over coverage. It is better for children to know 75% of a curriculum well than to have covered 100% but only understand and remember 50% of it.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3	By the <u>end</u> of Key Stage 4
Health and Wellbeing (HaW) a. Know the positive effects of physical activity on the body and mind. b. Know the importance of good sleep. c. Know the importance of protecting ourselves against the harmful effects of sunlight (<i>e.g. wearing a hat, using suncream, playing in the shade</i>). d. Know the importance of regularly brushing your teeth and washing your	Health and Wellbeing (HaW) a. Know the practical steps children can take to include regular exercise & relaxation to look after physical & mental health. b. Know ways to develop positive sleeping habits. c. Know safe and unsafe exposure to the sun, including benefits (serotonin, vitamin D), how to manage exposure and some of the risks now and in the	Health and Wellbeing (HaW) a. Know what constitutes a healthy lifestyle and its benefits and know the links between a poor diet and health risks including eating disorders and cancer. b. Know that it is important to try to balance work, leisure, exercise and sleep in order to lead a healthy lifestyle. c. Know that we can be influenced about our health, both positively	Health and Wellbeing (HaW) a. Know how to make informed lifestyle choices regarding sleep, diet and exercise. b. Know the benefits of having a balanced approach to spending time online. c. Know about the health services available to people; strategies to become a confident user of health services. d. Know the purpose of blood, organ and stem

<p>body to keep healthy.</p> <p>e. Know that a balanced diet means eating a range of different kinds of food (see links with DT entitlement document food and nutrition section).</p> <p>f. Know that humans change over time from baby to toddler to child to teenager to adult (see links with science entitlement document (AiH 1b)).</p> <p>g. Know how to keep myself safe when crossing a road.</p> <p>h. Know how germs are spread, simple ways to stop germs spreading (e.g. <i>using a tissue to sneeze into</i>) and how to wash hands effectively.</p> <p>i. Know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines.</p> <p>j. Know that some substances can help or harm the body including household substances like dishwasher tablets.</p> <p>k. Know the need for safety rules (e.g. road, fire, water, school environment, playground, online and home).</p> <p>l. Know the name of an adult in school who can help me.</p>	<p>future if they don't (sunburn in the short term, skin cancer in the long term).</p> <p>d. Know practical steps children can take to keep their teeth healthy (brushing, flossing, reducing sugar intake between meals, avoiding diet drinks as they are acidic).</p> <p>e. Know the principles of a healthy and varied diet (see links with DT entitlement document food and nutrition section).</p> <p>f. Know what is meant by a healthy relationship with food.</p> <p>g. Know that puberty involves physical and emotional changes and these get the body ready to be able to reproduce (covered by SHARE - see science entitlement document) AiH j).</p> <p>h. Know how to keep safe when travelling on foot or in a car (revising KS1 road safety, not looking at a phone when crossing a road, not wearing bright clothes or carrying a torch when walking when it's dark, not wearing a seat belt).</p> <p>i. Know how to keep safe around water (e.g. https://www.rlss.org.uk/he-water-safety-code)</p>	<p>and negatively, from a variety of different sources (e.g. friends, social media).</p> <p>d. Know how to make informed, independent healthy eating choices (see links with DT entitlement document food and nutrition section).</p> <p>e. Know the impact of diet on the health of your teeth and the difference between routine dentistry work and cosmetic dentistry work.</p> <p>Points f to i will be covered by SHARE lessons:</p> <ul style="list-style-type: none"> f. Know how to manage physical and emotional changes during puberty. g. Know the purpose, importance and different forms of contraception. h. Know how and where to access contraception and advice. i. Know that certain infections can be spread through sexual activity and how to avoid this. j. Know the positive and negative uses of drugs in society including, the safe use of prescribed and over the counter medicines; responsible use of antibiotics. k. Know how to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. 	<p>cell donation for individuals and society.</p> <p>e. Know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.</p> <p>f. Know how to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>Points g to n will be covered by SHARE lessons:</p> <ul style="list-style-type: none"> g. Know the different types of intimacy, including online, and their potential emotional and physical consequences (both positive and negative). h. Know about specific STIs, their treatment and how to reduce the risk of transmission. i. Know how to respond if someone has, or may have, an STI (including ways to access sexual health services). j. Know how to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services. k. Know about healthy pregnancy and how
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<p>m. Know that some types of physical contact are not acceptable.</p> <p>n. Know the names main parts of the body, including external genitalia:</p> <ul style="list-style-type: none"> ● vulva ● vagina ● penis ● testicles <p>Children should not be shown examples of adult genitalia or real life photos.</p> <p>o. <u>Know the PANTS rule</u></p> <p>p. Know the difference between a secret and a surprise. (e.g. a surprise is something like not telling someone what their birthday present is).</p> <p>q. Know what a child can do if they get lost.</p> <p>r. Know there are people and services who can help us including how to call 999 in an emergency and what to say.</p> <p>s. Know the content of the KS1 online safety section of <u>computing entitlement document</u></p> <p>t. Know that every person is unique and special including likes, dislikes and what they are already good at.</p> <p>u. Know that we can get better at things by setting goals, breaking this down into small, achievable steps and</p>	<p>j. Know the risks associated with smoking and the benefits of non-smoking.</p> <p>k. Know that vaping can be used by adults as a smoking cessation tool but young people, who don't smoke, should not try vaping.</p> <p>l. Know the risks of excessive drinking of alcohol (e.g. <i>being drunk, being sick, having accidents, liver damage and addiction</i>).</p> <p>m. Know the factors driving adult choices around alcohol consumption (reasons for: like the taste, to fit in with others, to celebrate, to forget problems. reasons against: religious beliefs, expense, not liking it, medical conditions).</p> <p>n. Know which commonly available substances (alcohol, tobacco, vapes, medicines) and drugs are legal and illegal, and their effects and risks (schools do not need to go into a lot of detail about drugs in KS2).</p> <p>o. Know what peer pressure is and how to resist it with a range of strategies (e.g. <i>how to say no, exit strategies from a tricky situation, identifying risks when</i></p>	<p>i. Know the strategies to manage a range of influences on drug, alcohol and tobacco use.</p> <p>m. Know information about alcohol, nicotine (from both vapes and cigarettes) and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>n. Know the personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>o. Know the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>p. Know about the concepts of dependence and addiction, including awareness of help to overcome addictions</p> <p>q. Know how we are all unique; that recognising personal strengths build self-confidence, self-esteem and good health and wellbeing.</p> <p>r. Know factors that affect wellbeing and resilience. (e.g. <i>life changes, relationships, achievements and employment</i>).</p> <p>s. Know the impact that media and social media can have on how people</p>	<p>lifestyle choices affect a developing foetus.</p> <p>i. Know that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors.</p> <p>m. Know about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy.</p> <p>n. Know about choices and support available in the event of an unplanned pregnancy, and how to access help and advice.</p> <p>o. Know the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals, families, and the community.</p> <p>p. Know the risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.</p> <p>q. Know to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation.</p> <p>r. Know the ways in which industries and advertising can influence health and harmful behaviour.</p>
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<p>v. practising regularly.</p> <p>w. Know a name and recognise a range of feelings. (e.g. <i>happiness, excitement, sadness, anger, worry, fear</i>).</p> <p>w. Know simple strategies to manage uncomfortable feelings. (<i>e.g Decider Skills</i>).</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ balanced diet ○ feelings ○ goals ○ medicine ○ nutrition ○ safe ○ unsafe 	<p>p. prior to going into a situation, telling an adult).</p> <p>p. Know what is meant by 'First Aid'; basic techniques for dealing with common injuries (<i>e.g bruises, scolds, burns, bleeds</i>).</p> <p>q. Know the content of the KS2 online safety section of <u>computing entitlement document</u>.</p> <p>r. Know who children can talk to if they are worried or uncomfortable about something an adult does (this should include details of professional online support such as Childline or the report it button on the school website as well as people at home, in school and community).</p> <p>s. Know that we all have a personal identity that makes us 'us' (this can include our family, culture, worldview, hobbies, likes and dislikes, nationality, racial identity, sex, gender).</p> <p>t. Know that some goals can be quickly achieved and some will take much longer.</p> <p>u. Know that failure can be helpful and help us learn but failure does not always feel comfortable.</p> <p>v. Know strategies to manage uncomfortable</p>	<p>think about themselves and express themselves, including regarding body image, physical and mental health.</p> <p>t. Know simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>u. Know how to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p> <p>v. Know how to identify risk and manage personal safety in increasingly independent situations, including the content of the KS3 online safety section of <u>computing entitlement document</u>. (<i>e.g Firework/ & Water Safety & Anti-social Behaviour, Personal Safety</i>).</p> <p>w. Know the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling (See Economic Wellbeing below).</p> <p>x. Know how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and</p>	<p>s. Know how to accurately assess their areas of strength and development, and where appropriate, act upon feedback.</p> <p>t. Know how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this.</p> <p>u. Know how different media portray idealised and artificial body shapes; and how to critically appraise what they see and manage feelings about this.</p> <p>v. Know the ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.</p> <p>w. Know strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences. (<i>e.g. drugs and alcohol, violent crime and gangs</i>).</p> <p>x. Know how to understand and build resilience to thinking errors associated with</p>
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	<p>feelings around failure. (e.g. asking for help, remembering what they are good at, focusing on what they can learn from a set back, trying again).</p> <p>w. Know that there are things that almost everyone experiences that can threaten self-worth (e.g. school work difficulties, friendship issues) but that these are usually temporary and help is available from adults.</p> <p>x. Know that it is normal to experience a range of emotions, including negative emotions.</p> <p>y. Know that we should avoid treating other people or ourselves badly because we are feeling strong emotions and that instead we should use a range of strategies to manage our feelings. (revisit decider skills, extend to taking exercise, participating in hobbies, interests and community groups).</p> <p>z. Know that people have mental health as well as physical health and that sometimes people need help with their mental health.</p> <p>aa. Know that poor mental health involves overwhelming, long lasting negative</p>	<p>y. the use of defibrillators.</p> <p>z. Know the characteristics of mental and emotional health and strategies for managing these.</p> <p>aa. Know strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.</p> <p>bb. Know a range of healthy coping strategies to promote wellbeing. (<i>physical activity, participation, positive relationships</i>).</p> <p>cc. Know the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible. [NB <i>It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).</i>]</p> <p>cc. Know how to recognise when they or others need help with their mental health; sources of support and strategies for accessing what they</p>	<p>gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others.</p> <p>y. Know the common triggers & warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others and how to respond.</p> <p>z. Know how to recognise when they or others need help with their mental health and wellbeing and how to access help.</p> <p>aa. Know and build on the content of the KS3 online safety section of <u>computing entitlement document</u></p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ intimacy ○ fertility ○ lifestyle choices ○ personal responsibility ○ substances
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	<p>emotions that impact on the ability to live life in the way you would want.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ relaxation ○ substances ○ puberty ○ peer pressure ○ varied diet 	<p>need.</p> <p>dd. Know the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health.</p> <p>ee. Know how to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ contraception ○ peer pressure ○ puberty ○ substances 	
Relationships (R)	Relationships (R)	Relationships (R)	Relationships (R)
<p>a. Know that families can include different people (mother, father, brother, sister, aunt, uncle, cousin, step father/mother, nephew, niece).</p> <p>b. Know that families can be different. (e.g. <i>not everybody has a brother, some children do not live with both parents, some children do not know one of their parents, some children</i></p>	<p>a. Know the meaning of the terms relative, acquaintance, friend and family.</p> <p>b. Know the ways in which families support each other.</p> <p>c. Know that there are different types of relationships (family, friendships, romantic relationships).</p> <p>d. Know that there are people who can help if I am worried, if I am</p>	<p>a. Know about different types of relationships: families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>b. Know the indicators of positive, healthy relationships and unhealthy relationships, including online and the services available to support these (<i>Safer, Youth Commission,</i></p>	<p>a. Know about the characteristics and benefits of strong, positive relationships, (<i>mutual support, trust, respect and equality</i>).</p> <p>b. Know how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>c. Know the importance of stable, committed relationships, including</p>

<p><i>have birth parents who are different from the parent they live with now).</i></p> <p>c. Know that we should show respect and kindness for all people, even if their family is different from ours.</p> <p>d. Know that families are important to children as they grow up because they give love, security and stability.</p> <p>e. Know that friends should make us feel happy, trust us, show us respect, be kind to us and usually have shared interests and experiences and that to be a good friend we need to do the same.</p> <p>f. Know that friends sometimes fall out and might need an adult to help solve the problem and the names of people in my school who can help me with friendship problems.</p> <p>g. Know that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>h. Know that stereotypes about boys and girls exist and why these are incorrect (<i>e.g that boys cannot play with dolls, girls cannot play football</i>).</p>	<p>worried about anything in my family including the names of people in my school who can help me.</p> <p>e. Know that sometimes families can make children feel unhappy or unsafe (<i>this may well be a theme within children's literature - e.g. Not Now Bernard, Good Night Mr Tom, the Light Jar, Matilda</i>).</p> <p>f. Know that some adults might decide to get married. This is a legal commitment that is intended to be life long.</p> <p>g. Know that the ceremony to get married is called a wedding.</p> <p>h. Know some steps to resolve problems with my friends.</p> <p>i. Know that violence is never the right way to solve a friendship problem.</p> <p>j. Know that respecting someone includes having regard for their feelings and rights.</p> <p>k. Know that we should not pressure people to do things they do not feel comfortable doing.</p> <p>l. Know that they should seek and give permission (consent) in different situations (<i>e.g. Can I hold your hand? Can I borrow your pen?</i>).</p>	<p><i>Action for children)</i></p> <p>c. Know how to further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>d. Know about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>e. Know the difference between biological sex, gender identity and sexual orientation.</p> <p>f. Know that sexual attraction and sexuality are diverse.</p> <p>g. Know that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion.</p> <p>h. Know how the media portrays relationships and the potential impact of this on people's expectations of relationships.</p> <p>i. Know the importance of being able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>j. Know how to evaluate expectations about gender roles, behaviour and intimacy within</p>	<p>the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.</p> <p>d. Know the legal rights, responsibilities and protections provided by the Guernsey discrimination legislation. (including those aspects not yet mandatory)</p> <p>e. Know about diversity in romantic and sexual attraction and developing sexuality, including sources of support and how to access them.</p> <p>f. Know the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p> <p>g. Know that there are a variety of faith and cultural practices and beliefs concerning relationships and sexual activity</p> <p>h. Know strategies to manage the strong emotions associated with the different stages of relationships, including the ending of relationships.</p> <p>i. Know ways to manage grief about changing relationships including</p>
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<p>i. Know that remembering people or pets who have died and are no longer with us can be helpful.</p> <p>j. Know that there are situations when children should ask for permission before doing something (<i>e.g. can I have a hug? Can I borrow your pen?</i>) and also when their own permission should be sought. (<i>e.g. people should ask before hugging us even if they are family members</i>).</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ friend ○ family ○ respect ○ stereotypes ○ permission 	<p>m. Know that respect is two way and that if we treat people in a disrespectful manner they might treat us disrespectfully.</p> <p>n. Know that conflict and bullying are different. Conflict is unkind behaviour or disagreement. Bullying includes unkind behaviour but involves more than unkind behaviour alone. Bullying is:</p> <ul style="list-style-type: none"> ● deliberately hurtful and can include making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. ● repetitive ● involves a power imbalance <p>o. Know that bullying can take place online or face to face.</p> <p>p. Know that there are people who can help if I or someone I know is being bullied including the names of people in my school who can help me and other ways the school has to help me report bullying (<i>e.g. through the school website, through my wellbeing diary</i>).</p> <p>q. Know the role bystanders can play in stopping bullying.</p>	<p>k. romantic relationships.</p> <p>l. Know that everyone has the choice to delay sex, or to enjoy intimacy without sex.</p> <p>m. Know how to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>n. Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p>o. Know how to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p> <p>p. Know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.</p> <p>q. Know the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support.</p> <p>r. Know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>s. Know about the law relating to sexual consent.</p> <p>t. Know how to seek, give,</p>	<p>the impact of separation, divorce and bereavement; sources of support and how to access them.</p> <p>j. Know the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.</p> <p>k. Know the legal and ethical responsibilities people have in relation to online aspects of relationships.</p> <p>l. Know how to recognise unwanted attention (<i>such as harassment and stalking including online</i>), ways to respond and how to seek help.</p> <p>m. Know about the concept of consent in maturing relationships.</p> <p>n. Know about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online.</p> <p>Points o to w will be covered by SHARE lessons:</p> <ul style="list-style-type: none"> o. Know how to recognise the impact of drugs and alcohol on choices and sexual behaviour. p. Know the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple. q. Know the role of pleasure in intimate
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	<ul style="list-style-type: none"> r. Know the impact bullying can have on individuals (<i>this may well be a theme within children's literature: e.g Cloud Busting, Varjak Paw- The Outcast</i>). s. Know that toys and children's clothes can reinforce gender stereotypes and why this can be negative. t. Know that gender stereotypes can negatively influence people's beliefs about what jobs men and women can do. u. Know that gender equality is important and that attitudes and laws have changed over time to reflect this (e.g. <i>the Suffragettes, women in space, men in nursing</i>). v. Know that some people have disabilities. People's disabilities will have different impacts on them and we should not make assumptions about what they can or cannot do based on their disability. w. Know that disability equality is important and that attitudes and laws have changed over time to reflect this (e.g <i>changes to Guernsey disability laws</i>). x. Know that stereotypes based on race or religion are harmful (<i>this</i> 	<ul style="list-style-type: none"> not give and withdraw consent (in all contexts, including online). t. Know the impact of sharing sexual images of others without consent u. Know how to manage any request or pressure to share an image of themselves or others, and how to get help. <p>Points v to z will be covered by SHARE lessons:</p> <ul style="list-style-type: none"> v. Know the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health'). w. Know the risks related to unprotected sex. x. Know the consequences of unintended pregnancy, sources of support and the options available. y. Know the roles and responsibilities of parents, carers and children in families. z. Know the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. aa. Know the characteristics of abusive behaviours, (e.g. grooming, sexual harassment, sexual and emotional abuse, violence and 	<ul style="list-style-type: none"> relationships, including orgasms. r. Know how to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences. s. Know how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. t. Know the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support. u. Know the reasons why people choose to adopt/foster children. v. Know about the current legal position on abortion and the range of beliefs and opinions about it. w. Know the law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support. x. Know the law and how to recognise abusive relationships when others are using manipulation, persuasion or coercion, online
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	<p><i>may well be a theme within children's literature e.g Coming to England).</i></p> <p>y. Know that racial and religious equality are important and that attitudes and laws have changed over time to reflect this (e.g. <i>the civil rights movement in the US</i>).</p> <p>z. Know that discrimination is the practice of treating one person or group less fairly or well than other people or groups and that women, people with disabilities, people from different religions, cultures and racial backgrounds have historically been discriminated against.</p> <p>aa. Know that grief means the feelings someone may experience after someone they love dies or moves away or some other big change in our lives when we lose something. This is also sometimes referred to as a bereavement or feeling bereaved.</p> <p>bb. Know that there are people who can help if I or someone I know needs it following a bereavement including the names of people in my school who can help me.</p>	<p>exploitation), warning signs and how to report abusive behaviours or access support for themselves or others.</p> <p>bb. Know how to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p> <p>cc. Know the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p>dd. Know about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.</p> <p>ee. Know about the need to promote inclusion and challenge discrimination, and how to do so safely, including online.</p> <p>ff. Know how to recognise peer influence and to develop strategies for managing it, including online. (<i>the Bystander effect</i>)</p> <p>gg. Know that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage</p>	<p>harassment and how to respond.</p> <p>y. Know about the challenges associated with getting help in domestic abuse, the importance of doing so; sources of appropriate advice and support, and how to access them.</p> <p>z. Know strategies to challenge all forms of prejudice and discrimination.</p> <p>aa. Know how to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs (including serious organised crime, including cybercrime).</p> <p>bb. Know how to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ consent ○ coercion ○ healthy relationship
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	<ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ bereavement ○ bullying ○ bystander ○ discrimination ○ disability ○ equality ○ grief ○ relationship ○ rights 	<p>this.</p> <p>hh. Know about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours and of carrying weapons.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ consent ○ diversity ○ harassment ○ homophobia ○ inclusion ○ prejudice ○ relationships ○ sexuality ○ sexual orientation ○ sexism 	
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Living in the Wider World (LWW)

Citizenship (C)

The following outlines the knowledge children should know. It does not include the experiences children should also have. These are outlined in the Bailiwick Curriculum Handbook and must form part of each school's citizenship curriculum. The citizenship curriculum is not only covered through citizenship lessons, but also through activities, events and assemblies. Rights respecting schools' work should be integral to citizenship teaching.

<ul style="list-style-type: none"> a. Know that some actions are right and some are wrong and we should try and do things that are right. b. Know that some choices are fair and some are unfair. c. Know what rules are and why they are needed. (e.g. <i>in school, football games to make sure the game is played fairly,</i> 	<ul style="list-style-type: none"> a. Know that children have rights which are a part of international law. (this should be underpinned by school's work on the United Nations Convention on the Rights of the Child) b. Know that not all children benefit from these rights. c. Know that recycling helps to protect the 	<ul style="list-style-type: none"> a. Revise and consolidate content from Key Stage 2. b. Know that there are different types of election. [A general election elects deputies (or MPs in the UK). In the Bailiwick, there are also parish elections to elect members of the Douzaine and other local bodies. The UK also has 	<ul style="list-style-type: none"> a. Know the actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond. b. Know the importance of exercising the right to vote. c. Know that elected representatives sometimes have to make difficult decisions
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<p><i>road safety rules to make sure we are safe crossing the road)</i></p> <p>d. Know that rules might be developed over time by one person or a group of people.</p> <p>e. Know that in some cases the law will say what the rules are.</p> <p>f. Know that we should follow rules and that there are consequences to not following rules.</p> <p>g. Know that there are ways we can share our views about the school. (<i>e.g. through school council</i>)</p> <p>h. Know that babies and young children have different needs and understand how we should care for them.</p> <p>i. Know that animals have different needs to humans and understand how we should care for them.</p> <p>j. Know there are ways we can look after the school environment.</p> <p>k. Know that some people have jobs that help to keep our environment a good place to live.</p> <p>l. Know that some people volunteer to keep the local environment pleasant.</p> <p>m. Know that school is one community (a group of people living or working in the same area) but we</p>	<p>environment. There are things we can do on an individual level to help the planet (<i>e.g. cycling or walking to school</i>) and things governments and business can do. (<i>e.g. build more electric car charging points</i>)</p> <p>d. Know that reusing items is better for the environment. (<i>e.g. reusable water bottles</i>)</p> <p><u>See links with resources aspects within geography curriculum</u></p> <p>e. Know that different buildings or places exist to be used by different communities and that we should look after and respect these. (<i>e.g. the local school, the park, religious buildings</i>)</p> <p>f. Know that charities are organisations which support different people in our communities.</p> <p>g. Know and be familiar with some local charities and understand ways we can support them. (<i>e.g. Guernsey Aid, The Rotary Guernsey Walk Trust</i>)</p> <p>h. Know that the Government of a country is the group of people responsible for the organisation of the country: its laws, how it raises and spends money, its relationships with other countries.</p>	<p>a range of local elections. countries who are members of the European Union can vote in European elections.]</p> <p>c. Know that adults can stand for election as a deputy as long as they fulfil certain criteria. (<i>e.g. age, length of time lived in the Bailiwick, criminal record status</i>).</p> <p>d. Know that people who are standing for election write a manifesto that sets out their intentions so that voters can make an informed choice.</p> <p>e. Know that elections are held in polling stations and that votes are confidential.</p> <p>f. Know the process of how your vote is recorded and collected. (<i>e.g ballot paper and box, electronic alternatives</i>).</p> <p>g. Know that in the UK, Parliament is made up of two Chambers – the House of Commons and the House of Lords. The States of Deliberation only has one chamber.</p> <p>h. Know that in the Bailiwick, we have island wide voting, whereas in the UK, MPs are voted for by the people in their area at a general election. Each area is called a constituency.</p>	<p>including economic, social and ethical dilemmas.</p> <p>d. Know the importance of a free press in holding the government to account.</p> <p>e. Know some of the ideologies behind some extremist views (<i>e.g misogyny, racism</i>), and know how to challenge them with a counter-narrative.</p> <p>f. Know that toxic masculinity is an extreme and harmful view of masculinity based on domination of others, homophobia, aggression and fear of showing emotions</p> <p>g. Know the role of pressure groups in campaigning for the rights of others.</p> <p>h. Know the terms terrorism and extremism and the consequences of terrorist activities and extremist activity. (including Right Wing Extremism)</p> <p>i. Know about the process of radicalisation and how to spot the signs of possible radicalisation in others and have the confidence to inform a trusted adult.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ extremism
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<p>can be a part of other communities (e.g. scouts, religious communities)</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ community ○ consequences ○ environment ○ fair ○ job ○ law ○ opinion ○ right ○ rule ○ unfair ○ view ○ volunteer 	<ul style="list-style-type: none"> i. Know the difference between a rule and a law (a rule is an instruction that tells you what you are allied to do and what you are not allowed to do. A law is a special type of system of rules that a government developed in order to deal with crime, business agreements and social relationships. j. Know that if someone breaks the law, a crime has been committed and that person is usually punished. This could mean paying a fine or for serious crimes having to go to prison for a time. k. Know that Parliament's job is to check and challenge what the Government does. l. Know that debate means people debate talking or arguing about a subject. (e.g. <i>Deputies debate how to collect money for taxes</i>) m. Know that Guernsey's parliament is called the States of Deliberation but people often call it the States. n. Know that both the Bailiwick of Guernsey and the UK are democracies. This means the people have a say in how the country is run. This is mainly 	<ul style="list-style-type: none"> i. Know that the UK and the Bailiwick of Guernsey are multicultural, multi-faith societies and understand the need for tolerance, mutual respect and understanding. j. Know that in the UK, there are political parties that share common views about how the country should be run and all vote the same way whereas in the Bailiwick there are no political parties and each deputy votes according to their own view. k. Know the importance of laws and rules in family, school and society. l. Know the rights and responsibilities of being a citizen of the Bailiwick of Guernsey. m. Know that there are differences between the rights of a child in the Bailiwick of Guernsey and in the developing world. n. Know the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their community. o. Know what it means to be a 'global citizen' and some of the associated responsibilities. p. Know the ethical and 	<ul style="list-style-type: none"> ○ misogyny ○ pressure groups ○ radicalisation ○ toxic masculinity ○ terrorism
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	<p>through the right of adults to vote in elections.</p> <ul style="list-style-type: none"> o. Know that in the Bailiwick of Guernsey the person with the top job is called the President of Policy and Resources and in the UK it is called the Prime Minister. Know the names of the present post holders of these roles. p. Know that in Guernsey the people who are elected are called Deputies and in the UK they are called Members of Parliament or MPs for short. q. Know that in Guernsey and the UK we have a monarch who is the King or Queen. Centuries ago the monarch had lots of power but these days the role of the monarch is mainly ceremonial. <u>(see history entitlement document)</u> r. Know that governments do not have any money. All the money they need to spend on things like roads, schools, hospitals, benefits and the police comes from tax which ordinary people pay mainly from part of their earnings. <ul style="list-style-type: none"> ● Know the following vocabulary: 	<p>economic benefits of fair trade organisations.</p> <ul style="list-style-type: none"> q. Know about the security measures in the Bailiwick of Guernsey and the UK to protect citizens (passports, current police campaigns). ● Know the following vocabulary: <ul style="list-style-type: none"> ○ ballot ○ ballot box ○ campaign ○ constituency ○ Douzaine ○ electoral roll ○ election ○ institution ○ multicultural ○ manifesto ○ polling station ○ political party ○ responsibilities ○ States of Deliberation 	
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Economic Wellbeing (EW)	Economic Wellbeing (EW)	Economic Wellbeing (EW)	Economic Wellbeing (EW)
<p>a. Know that money can come in the form of notes and coins and recognise the correct value of Guernsey currency up to £1.</p> <p>b. To know the money can be represented using the £ and p symbol.</p> <p>c. Know how to calculate change when buying goods up to £1.</p> <p>d. Know that it is important to keep money safe. (<i>e.g. in a money box, in a wallet</i>).</p> <p>e. Know that banks and building societies help to keep money safe.</p> <p>f. Know that people have bank accounts which is where they keep their money.</p> <p>g. Know that today most items are bought using cards rather than physical money. A card tells the bank how much money has been spent.</p>	<p>a. Know that money can come in the form of notes and coins and recognise the correct value of Guernsey currency up to £20.</p> <p>b. Within the context of maths lessons, solve money problems (see financial literacy element of Bailiwick curriculum).</p> <p>c. Know that a budget is a way of understanding how much money you have (income) and will need to spend on essentials (expenditure) and choices you can make about any money left over.</p> <p>d. Know that people make spending decisions based on their priorities, needs and wants.</p> <p>e. Know that things can be paid for in different ways. (<i>e.g. cash, debit cards, credit cards</i>).</p> <p>f. Know that children</p>	<p>a. Within the context of maths lessons, use all four operations to solve problems involving money using decimal notation within a range of financial contexts.</p> <p>b. Know the difference between debit cards (no interest payable) and credit cards. (interest payable)</p> <p>c. Know that interest is extra money you earn when money is saved and pay when money is borrowed. (<i>e.g. though using a credit card or having a loan or mortgage</i>)</p> <p>d. Know how to assess and manage risk in relation to financial decisions that young people might make.</p> <p>e. Know about values and attitudes and emotions relating to finance, including credit and debt.</p>	<p>a. Know how to effectively budget, including the benefits of saving.</p> <p>b. Know how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.</p> <p>c. Know how to recognise and manage the range of influences on their financial decisions.</p> <p>d. Know how to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.</p> <p>e. Know the skills to challenge or seek support for financial exploitation in different contexts including online.</p> <p>f. Know how to evaluate the financial advantages, disadvantages and risks</p>

<p>The bank then subtracts this amount from the person's bank account.</p> <p>h. Know that banks and building societies help people to save money.</p> <p>i. Know that sometimes people choose to spend money and sometimes people choose to save money.</p> <p>j. Know why saving money might be useful. (e.g. to save up for an expensive item).</p> <p>k. Know that most adults have jobs to earn money. This money is usually paid into their bank accounts.</p> <p>l. Know that adults can get money from other sources. (e.g. birthday presents, winning money, benefits).</p> <p>m. Know that there are things we need which we need to pay for using money. (e.g. food, shelter, clothing).</p> <p>n. Know that there are things we want which we might have save up money for. (e.g. a new game, a trip away).</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ coin ○ currency ○ money ○ pay ○ save ○ pay 	<p>should not buy things online without permission. (e.g. credits in a game).</p> <p>g. Know some of the benefits of saving, and some of the risks involved in borrowing money. (e.g. not being able to afford the repayments).</p> <p>h. Know that people have different attitudes to saving and spending money and this can affect their own and others emotions. (e.g. stress through not having enough money to buy the things they need, feeling envious of someone who has more money than them).</p> <p>i. Know what makes something good value for money.</p> <p>j. Know that people's spending decisions can affect others and the environment. (e.g. Fairtrade, buying single-use plastics, giving to charity).</p> <p>k. Know some of the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (e.g. keeping it in a bank).</p> <p>l. Know the risks involved in gambling and their impact on health and wellbeing.</p>	<p>f. Know how to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>g. Know how to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p>h. Know that the government collects taxes to pay for schools, hospitals, the police and other public services.</p> <p>i. Know that income tax is a percentage of money deducted from your earnings. The government decides what percentage this should be. In some countries, richer people pay a higher percentage than poorer people.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ debit cards ○ credit cards ○ loan ○ tax 	<p>of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</p> <p>g. Know that a pension is a form of saving to provide money for you when you stop working.</p> <ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ pension ○ contract
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	<ul style="list-style-type: none"> ● Know the following vocabulary: <ul style="list-style-type: none"> ○ budget ○ debt ○ expenditure ○ income ○ gambling ○ spend ○ save 		
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Recommended Online Resources

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf \(hubspotusercontent00.net\)](#)

[At The States – States of Guernsey](#)

[Welcome to your UK Parliament - Parliament UK Education](#)

[Discover-the-UK-Parliament-Booklet.pdf](#)

[FINANCIAL EDUCATION PLANNING FRAMEWORK 3_11_ONLINE_2020_compressed_a3e7feabec.pdf \(windows.net\)](#)

[KS1 PSHE, Relationships Education, and Health Education - BBC Teach](#)

[KS2 PSHE, Relationships Education, and Health Education - BBC Teach](#)

[KS3 PSHE, Relationships and Sex Education, and Health Education - BBC Teach](#)

[KS4 PSHE, Relationships and Sex Education, and Health Education - BBC Teach](#)

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>

<https://anti-bullyingalliance.org.uk/>

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

<https://www.youngminds.org.uk/>

<https://www.truetube.co.uk/>

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools>

<https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-11-19s>

<https://www.nhs.uk/apps-library/category/mental-health/>

<https://www.bbc.co.uk/bitesize/subjects/z7f3cdm>

<https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/>

<https://alcoholeducationtrust.org/>

<https://www.think.gov.uk/education-resources/>

Teachers should be familiar with the support agencies booklet published annually.