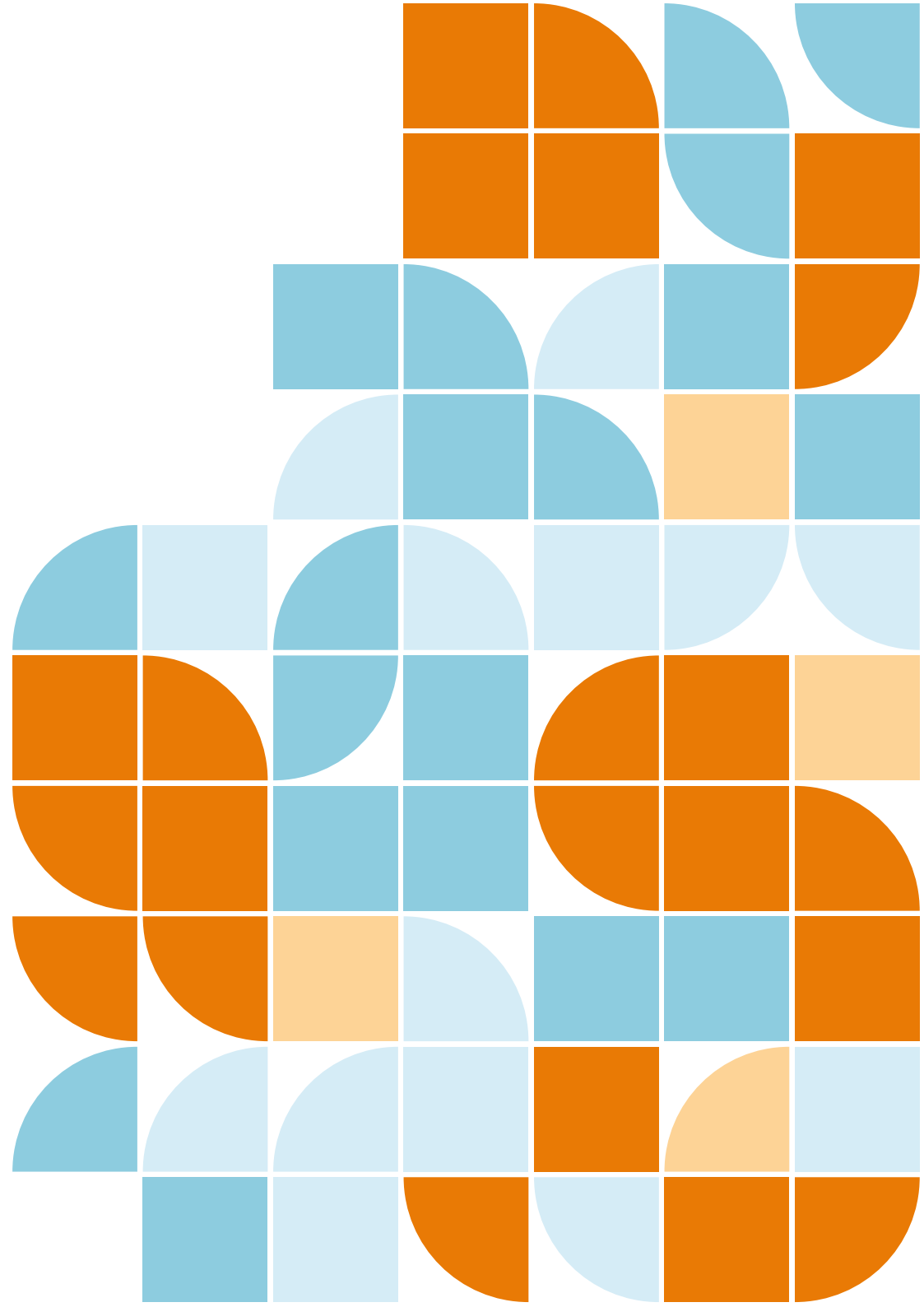


PSHE education Curriculum Model

KS1

KS2



Welcome to the PSHE Association's Curriculum Model for key stages 1 and 2. It is designed to accompany the 2026 edition of the [Programme of Study for PSHE education](#), which covers all of Relationships, Sex and Health education (RSHE), including statutory content for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education.

The Programme of Study sets out learning opportunities for each key stage. Our Curriculum Model supports you to turn this into a tailored PSHE education curriculum for your school, by providing:

- a long-term plan for the academic year across all year groups and half terms
- medium-term plans for each year group with unit outlines
- links to lesson plans (PSHE Association resources and resources carrying the Association's Quality Mark) that could be used to deliver each half-term unit
- additional or alternative resources that could be used to enhance each half-term unit

New PSHE Association and quality assured lesson plans will be added to the Curriculum Model as they are published.

Using and adapting the Curriculum Model

The Curriculum Model is colour coded to make clear which content covers the Department for Education (DfE) [statutory guidance on Relationships, \(Sex\) and Health education](#), and which units cover other essential – but currently non-statutory – content such as Economic Wellbeing and Career-Related Learning.

Across the year groups, this Curriculum Model covers all of the Programme of Study learning opportunities for each key stage. It suggests how your school might deliver statutory and other content in PSHE education in an age and stage appropriate way, following a spiral approach that revisits and embeds learning. You will want to tailor your PSHE education curriculum for your pupils, so we encourage you to use and adapt the Curriculum Model in a way that best suits your school.

Before developing your PSHE education provision, consider your pupils' needs, the aims and ethos of your school, the local community and local environment in which your school

is situated. This will help you to clarify your curriculum intent, and tailor the Curriculum Model to your pupils' needs and your school's circumstances. Consider drawing on:

- **local data** such as the Department of Health and Social Care's child and maternal health (CHIMAT) profiles and your local authority's Joint Strategic Needs Assessment (JSNA)
- **pupil voice activities** and your own knowledge and understanding of your pupils' needs

Suggested and additional lesson plans

The Curriculum Model provides suggested lessons for each unit of work, and links to lesson packs on the PSHE Association website. Where no organisation has been named, these are member-only lessons written by the PSHE Association, for example "Foundations for Wellbeing" and "Friendship and bullying" in Autumn term of year 1. We also list materials that have been produced by, or developed in partnership with, a range of other organisations. This allows us to bring their specific areas of expertise to your classroom, and you can be assured that every lesson we link to has achieved our Quality Mark¹. In such cases, the relevant organisation's name will be listed next to lessons – for example "NSPCC" and "The Careers and Enterprise Company" in year 2.

You can choose to use the lessons listed in the Curriculum Model as they are, or plan and adapt your own lessons using these as a starting point. For each unit, we have suggested a series of lessons for each half term, assuming that most schools are teaching an hour a week of PSHE education. Further adaptations will be needed if you have more or less time. We have also suggested alternative or additional lessons from the PSHE Association, or other organisations' materials that have achieved the Quality Mark. We encourage you to explore these and choose the lessons that best meet your pupils' needs.

Parents' right to request withdrawal

The parental right to withdraw applies to Sex Education only. Though the Department for Education continues to recommend that primary schools teach Sex Education in year 5 and/or year 6, Sex Education is not compulsory in the primary phase. Consult the DfE's statutory RSHE guidance for further information about Sex Education and parents' right to withdraw. In line with the DfE's recommendations, this Curriculum Model places Sex Education in year 6, Spring 1. As with all topics, you may decide to move this to a different half term, within upper key stage 2, if that better suits your pupils' needs.

¹. Not all Quality Assured resources are free to access. A "£" symbol is used to indicate those for which there is a charge.

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers


Economic Wellbeing & Careers

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|------------------------------------|---|--|----------------------------|---|
| Year 1 | Making friends: playing and learning together | Mental health and wellbeing | Celebrating me, you and our families | Safety at home | Being healthy | Showing kindness to ourselves and others |
| Year 2 | Mental health and wellbeing | Keeping safe online | Me, my body and staying safe | Money and work | Safety outside the home | Looking back and moving on |
| Year 3 | Me, my friends and belonging | Mental health and wellbeing | Building healthy habits | Making choices online | Keeping safe out and about | Looking out for each other |
| Year 4 | Mental health and wellbeing | Exploring ways to manage risk | Forming respectful relationships | Money matters and news literacy | Me, my body and growing up | Families and growing together |
| Year 5 | Friendships, stereotypes and bullying | Mental health and wellbeing | Positively engaging with our world | Respecting boundaries | Safe connections online | Embedding healthy habits and learning first aid |
| Year 6 | Mental health and wellbeing | Managing money and online spending | Changes in puberty (<i>and sex education</i>) | Drug education: assessing risk and managing influences | Developing our AI literacy | Looking to the future |

Year 1

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|--|
| <p>Making friends: playing and learning together</p> <p>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.</p> <p>Suggested lessons:</p> <p><u>Ground rules, rule!</u> – KS1 <u>Learning and playing together</u> – KS1 <u>Friendship and bullying</u> – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind <u>Consent</u> – KS1 L1: Asking for permission</p> | <p>Mental health and wellbeing</p> <p>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing</u> – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting</p> | <p>Celebrating me, you and our families</p> <p>This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.</p> <p>Suggested lessons:</p> <p><u>Personal identity</u> – KS1 L1: All different, all special <u>Belonging and community</u> – KS1 L1: Sameness and difference <u>Families</u> – KS1 L1: What makes a family? L2: Different families</p> <p>Alternative / additional lessons:</p> <p>Curiosity Library (£): Fender finds his bark </p> | <p>Safety at home</p> <p>This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.</p> <p>Suggested lessons:</p> <p><u>Keeping safe at home</u> – KS1 L1: Keeping safe at home <u>Drug education</u> – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products</p> | <p>Being healthy</p> <p>This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.</p> <p>Suggested lessons:</p> <p><u>Keeping safe: Sun safety</u> – KS1 L1: Keeping safe in the sun <u>The sleep factor</u> – KS1 L1: Ready for sleep <u>Food for thought</u> – KS1 L1: Keeping healthy with food and drink <u>Dental health</u> – KS1 L1: Looking after our teeth <u>The importance of handwashing</u> – KS1</p> <p>COMING SOON</p> <p>Physical activity lesson</p> <p>Alternative / additional lessons:</p> <p>Curiosity Library (£): I really hate spaghetti; There's no need to worry about dentists at all </p> | <p>Showing kindness to ourselves and others</p> <p>This unit revisits learning about feelings, and explores the importance of kindness.</p> <p>Suggested lessons:</p> <p><u>OHID: Every mind matters</u> – KS1 L1: Emotions L2: Kindness L3: Self-care</p> <p>COMING SOON</p> <p>Croydon: Wellbeing way lessons</p> <p>Alternative / additional lessons:</p> <p>Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons. </p> |

Year 2

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|--|---|
| <p>Mental health and wellbeing</p> <p>This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing – Y2</u></p> <p>L1: Noticing and naming feelings</p> <p>L2: Different distractions</p> <p>L3: Changing thoughts and feelings</p> <p>L4: Managing unhelpful thoughts</p> <p>L5: Reactions and responses</p> <p><u>Change, loss and grief – KS1</u></p> <p>L1: What happens when things change?</p> | <p>Keeping safe online</p> <p>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).</p> <p>Suggested lessons:</p> <p><u>CEOP: Jessie and Friends – KS1</u></p> <p>L1: Watching videos</p> <p>L2: Sharing pictures</p> <p>L3: Playing games</p> <p><u>BBFC: Watch out! – KS1</u></p> <p>L1: Helping to make good viewing choices</p> <p>L2: Keeping viewing choices safe</p> | <p>Me, my body and staying safe</p> <p>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.</p> <p>Suggested lessons:</p> <p><u>Medway: Changing and growing up – KS1</u></p> <p>L1: My special people</p> <p>L2: Growing up – the human life cycle</p> <p>L3: Everybody's body</p> <p><u>NSPCC: Talk PANTS – 5-7</u></p> <p>L1: PANTS power</p> <p>L2: More PANTS power</p> | <p>Money and work</p> <p>This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.</p> <p>Suggested lessons:</p> <p><u>The Careers and Enterprise Company: Careers explorers – KS1</u></p> <p>L1: Strengths and interests</p> <p>L2: Different jobs</p> <p><u>Money and wellbeing – KS1</u></p> <p>L1: What is money?</p> <p>L2: Money choices</p> | <p>Keeping safe outside the home</p> <p>This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.</p> <p>Suggested lessons:</p> <p><u>Road and rail safety – KS1</u></p> <p>L1: Crossing the road</p> <p>L2: Keeping safe around railways</p> <p>COMING SOON</p> <p>Emergencies lesson</p> <p><u>Environment agency – KS1</u></p> <p>L1: Caring for the environment</p> | <p>Looking back and moving on</p> <p>Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons.</u></p> <p><u>Embracing change and new challenges – KS1</u></p> <p>L1: Moving to a new class</p> <p>Alternative / additional lessons:</p> <p>Curiosity Library (£): Fang and the changing seasons </p> |

Year 3

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|--|
| <p>Me, my friends and belonging</p> <p>This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.</p> <p>Suggested lessons:</p> <p><u>Personal identity</u> – KS2 L1: Personal identity</p> <p><u>Midway: Changing and growing up</u> – Y3 L1: What makes a good friend L2: Falling out with friends</p> <p><u>Belonging and community</u> – Y3-4 L2: Belonging to a community</p> <p>Alternative / additional lessons:</p> <p>Ground rules, rule! </p> | <p>Mental health and wellbeing</p> <p>Building on the learning in year 2, this unit develops pupils’ bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing</u> – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses</p> <p>Alternative / additional lessons:</p> <p>Curiosity Library (£): Squashing the worry monster </p> | <p>Building healthy habits</p> <p>This unit develops pupils’ understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.</p> <p>Suggested lessons:</p> <p><u>Food for thought</u> – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook!</p> <p><u>Dental health</u> – KS2 L1: Exploring dental health</p> <p>COMING SOON Physical activity lesson</p> | <p>Making choices online</p> <p>This unit explores how to protect information online and make choices about online content, including understanding age ratings.</p> <p>Suggested lessons:</p> <p><u>NCS: CyberSprinters</u> – KS2 L1: Creating and managing passwords L2: Protecting your devices</p> <p><u>BBFC: Let’s watch a film</u> – KS2 L1: What can we watch? L2: Can we choose what to watch?</p> <p>COMING SOON Paying to play lesson</p> | <p>Keeping safe out and about</p> <p>This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.</p> <p>Suggested lessons:</p> <p><u>Keeping safe: Sun safety</u> – KS2 L1: Managing risk in the sun</p> <p><u>Road and rail safety</u> – KS2 L4: Risks and keeping safe</p> <p><u>Environment agency</u> – KS2 L1: Canals and rivers L2: Flood alert!</p> | <p>Looking out for each other</p> <p>This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.</p> <p>Suggested lessons:</p> <p><u>St John’s Ambulance: First aid</u> – KS2 L1: Allergies L4: Bites and stings L7: Calling for help</p> <p><u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons.</p> <p>Alternative / additional lessons:</p> <p>Food for thought – KS2 Revisit the extension and embedding activities. </p> |

Year 4

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|----------|----------|----------|----------|----------|
|----------|----------|----------|----------|----------|----------|

Mental health and wellbeing

Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.

- Suggested lessons:**
- Foundations for Wellbeing – Y4
 - L1:** Describing emotions
 - L2:** Understanding internal and external distractions
 - L3:** Exploring different thinking habits
 - L4:** Different ways to manage worries
 - L5:** Strategies for calm
 - Change, loss and grief – Y3-4
 - L2:** How do people manage change and loss?

Alternative / additional lessons:

COMING SOON

Croydon: Wellbeing way lessons

Exploring ways to manage risk

This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.

- Suggested lessons:**
- Firework safety – KS2
 - L1:** Firework safety
 - Keeping safe at home – KS2
 - L2:** Keeping safe at home
 - Road and rail safety – KS2
 - L3:** Independently crossing the road
 - Exploring risk in relation to gambling – KS2
 - L1:** Exploring risk
 - Drug education – Y3-4
 - L1:** Medicines and household products
 - L2:** Smoking, vaping and alcohol

Alternative / additional lessons:

University of Greenwich: Our class

University of Sussex: The Rez

Curiosity Library (£): The anti-bullying club

Forming respectful relationships

This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.

- Suggested lessons:**
- Friendship and bullying – Y3-4
 - L1:** Valuing friendships
 - L2:** Friendship challenges
 - L3:** What is bullying
 - OHID: Every mind matters – KS2
 - L1:** Kindness

Alternative / additional lessons:

University of Greenwich: Our class

University of Sussex: The Rez

Curiosity Library (£): The anti-bullying club

Money matters and news literacy

This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.

- Suggested lessons:**
- Money and wellbeing – Y4
 - L1:** How money is used
 - L2:** Making decisions about money
 - Guardian Foundation: NewsWise – ages 7-9
 - L4:** How news affects feelings
 - L6:** Fake or real news?
 - L7:** Questioning images in the news

Alternative / additional lessons:

Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons.

Me, my body and growing up

This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.

- Suggested lessons:**
- Medway: Changing and growing up – Y4-5
 - L1:** Time to change
 - L2:** Menstruation and wet dreams
 - L3:** Personal hygiene
 - L4:** Emotions and feelings
 - NSPCC: Talk PANTS – ages 7-9
 - L1:** Building confidence

Alternative / additional lessons:

Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons.

Families and growing together






This unit supports pupils' understanding of diverse family structures, and how families can change.

- Suggested lessons:**
- Families – KS2
 - L1:** Family relationships
 - L2:** Diverse families
 - L3:** Family changes
 - Committed relationships and family life – KS2
 - L1:** Marriage and partnership


Alternative / additional lessons:

Rosie's story: What happens if families change?

Year 5

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|---|
| <p>Friendships, stereotypes and bullying</p> <p>This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.</p> <p>Suggested lessons:</p> <p><u>Friendship and bullying – Y5-6</u></p> <p>L1: Including others</p> <p>L2: Positive and respectful friendships</p> <p>L3: Bullying and its impact</p> <p><u>Belonging and community – Y5-6</u></p> <p>L3: Challenging stereotypes</p> <p>L4: Addressing extremism</p> <p>Alternative / additional lessons:</p> <p>Changing Faces: A World of Difference </p> <p>COMING SOON</p> <p>Assistance Dogs UK lesson</p> | <p>Mental health and wellbeing</p> <p>This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing – Y5</u></p> <p>L1: Noticing and naming emotions</p> <p>L2: Directing attention and managing distractions</p> <p>L3: Changing thinking habits</p> <p>L4: Rumination and worry</p> <p>L5: Managing reactivity</p> <p>Alternative / additional lessons:</p> <p>OHID: Every mind matters – KS2 </p> | <p>Positively engaging with our world</p> <p>This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.</p> <p>Suggested lessons:</p> <p><u>Guardian Foundation: NewsWise – ages 9-11</u></p> <p>L3: Managing feelings about the news</p> <p>L5: Spotting fake news</p> <p>L6: Understanding that news is targeted</p> <p><u>UCL: Climate change – empathy and agency – KS2</u></p> <p>L1: Connecting with nature</p> <p>L2: Everyday actions</p> <p>L3: Doing it together</p> | <p>Respecting boundaries</p> <p>This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.</p> <p>Suggested lessons:</p> <p><u>Consent – KS2</u></p> <p>L1: Giving and seeking permission</p> <p>L2: Personal boundaries</p> <p>L3: Appropriate and inappropriate touch</p> <p><u>NSPCC: Talk PANTS – ages 9-11</u></p> <p>L6: How can the PANTS rule help us?</p> <p><u>Female genital mutilation – Y5-6*</u></p> <p>L1: Keeping safe – FGM</p> <p><i>*See the Programme of Study for further guidance on teaching about FGM at the primary phase.</i></p> <p>Alternative / additional lessons:</p> <p>Gloucestershire Healthy Living and Learning: Understanding consent </p> | <p>Safe connections</p> <p>This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.</p> <p>Suggested lessons:</p> <p><u>CEOP: Play, like, share – ages 8-10</u></p> <p>L1: Block him right good, Alfie!</p> <p>L2: Who's Magnus?</p> <p>L3: They have fans, we have friends!</p> <p><u>CEOP: Connect – Y5-6</u></p> <p>L1: Respectful relationships</p> <p>L2: Socialising online</p> <p><u>NCA: Making the right CyberChoices – Y5-6</u></p> <p>Alternative / additional lessons:</p> <p>City of London Police: Cyber detectives </p> <p>NSCS: CyberSprinters – lesson 3 </p> | <p>Embedding healthy habits and learning first aid</p> <p>This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.</p> <p>Suggested lessons:</p> <p><u>Melanoma Fund: Sunguarding schools – KS2</u></p> <p><u>Sure: Breaking limits – KS2</u></p> <p>L1: Confident mover</p> <p>L2: Team player</p> <p>L3: Goal setter</p> <p><u>St John's Ambulance: First aid – KS2</u></p> <p>L2: Asthma</p> <p>L9: Head injuries</p> |

Year 6

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|
| <p>Mental health and wellbeing</p> <p>This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.</p> <p>Suggested lessons:</p> <p><u>Foundations for Wellbeing – Y6</u></p> <p>L1: Regulating emotions</p> <p>L2: Managing distraction</p> <p>L3: Developing positive thinking habits</p> <p>L4: Managing rumination and worry</p> <p>L5: Managing stress</p> <p><u>Change, loss and grief – Y5-6</u></p> <p>L3: How do people manage loss and support each other?</p> | <p>Managing money and online spending</p> <p>This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.</p> <p>Suggested lessons:</p> <p><u>Money and wellbeing – Y6</u></p> <p>L1: Money and emotional wellbeing</p> <p>L2: Being a critical consumer</p> <p><u>Exploring risk in relation to gambling – KS2</u></p> <p>L2: Chancing it!</p> <p><u>Online financial harms – KS2</u></p> <p>L1: Spending influences</p> <p>L2: Wellbeing and support</p> | <p>Changes in puberty (and sex education*)</p> <p>This unit builds pupils’ understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.</p> <p>Suggested lessons:</p> <p><u>Medway: Changing and growing up – Y6</u></p> <p>L1: Puberty recap</p> <p>L2: Puberty – change and becoming independent</p> <p>L3: Positive, healthy relationships</p> <p>L4: How a baby is made*</p> <p><u>The sleep factor – KS2</u></p> <p>L1: Getting a good night’s sleep</p> <p><small>*The parental right to withdraw applies to sex education.</small></p> | <p>Drug education: assessing risk and managing influences</p> <p>This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.</p> <p>Suggested lessons:</p> <p><u>Drug education – Y5-6</u></p> <p>L1: Medicines</p> <p>L2: Legal and illegal drugs</p> <p>L3: Influences and pressure</p> <p>L4: Tobacco, vaping and alcohol in the media</p> | <p>Developing our AI literacy</p> <p>This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.</p> <p>Suggested lessons:</p> <p>COMING SOON</p> <p>Understanding AI: Rights, safety and wellbeing lessons</p> <p>L1: What is AI?</p> <p>L2: How does AI affect our rights?</p> <p>L3: What is an AI chatbot?</p> <p><u>Home office – Digital deception: Understanding deepfakes – Y5-6</u></p> <p>L1: The impact of generative AI</p> <p>L2: The ethics of AI images</p> <p><u>Pick your pics – Y5-6</u></p> <p>L1: Pick your pics</p> | <p>Looking to the future</p> <p>This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.</p> <p>Suggested lessons:</p> <p><u>The Careers and Enterprise Company: Careers explorers – KS2</u></p> <p>L1: Job skills</p> <p>L2: Choosing a career</p> <p>L3: Career routes</p> <p><u>Embracing change and new challenges – Y6</u></p> <p>L1: Moving to secondary school</p> <p>Alternative / additional lessons:</p> <p>NSPCC: Talk relationships – Transition to secondary school </p> |

