

# THINK & THRIVE CURRICULUM

Mapping to Department for Education guidance on  
*Relationships Education and Health Education 2021*

## PSHE Essential skills and attributes developed:

PERSONAL  
EFFECTIVENESS

- ✓ Self-improvement
- ✓ Resilience
- ✓ Self-organisation
- ✓ Clarifying own values
- ✓ Recalling and applying knowledge creatively

## Pupils will:

- Consider how personal actions can help the planet
- Come up with healthier actions for a more resilient planet
- Consider their own values in response to questions around climate change
- Organise themselves in group work and during presentations
- Creatively apply knowledge they learn throughout the topic to activities and to a class campaign

INTERPERSONAL  
& SOCIAL  
EFFECTIVENESS

- ✓ Empathy and compassion
- ✓ Respect for others' right to their own beliefs, values and opinions
- ✓ Active listening and communication
- ✓ Team working
- ✓ Leadership skills
- ✓ Presentation skills
- ✓ Enterprise skills and attributes
- ✓ Valuing and respecting diversity
- ✓ Using these skills and attributes to build and maintain healthy relationships

## Pupils will:

- Build empathy for people and other species that are impacted by climate change
- Listen to each other's thoughts and opinions during class and group discussions
- Work as a group to explore how human actions relate to climate change and to come up with a whole class campaign
- Learn about solutions to climate change from diverse cultures
- Develop leadership and enterprise skills in the planning of their campaign
- Learn about working together to solve a problem or help a friend

MANAGING  
RISK &  
DECISION  
MAKING

- ✓ Identify links between values, beliefs, decisions and actions
- ✓ Making decisions
- ✓ Formulating questions

## Pupils will:

- Identify and discuss the links between climate change and human values and actions
- Make decisions on a whole class campaign
- Think about and ask questions in response to story, stimulus and facts

## PSHE core theme opportunities to learn:

- ✓ H4 – Through describing feeling in the story, in pictures shown and how emotions feel in the body
- ✓ H5 – Through understanding the impacts of climate change and it might feel
- ✓ R1 – Through discussing feelings about climate change expressing feelings through a body pose
- ✓ R4 – Through discussing human actions and their impacts on the planet and other living things
- ✓ R5 – Through sharing their own views on climate change and human actions
- ✓ R6 – Through participating in group and whole class discussions
- ✓ L1 – Through creating a class campaign on climate change to present to the rest of the school
- ✓ L3 – Through exploring and understanding how climate change impacts on other living things
- ✓ L5 – Through exploring causes and impacts of climate change, and solutions to help reduce impacts

ThoughtBox provides a holistic perspective to meet the DfE requirements by exploring the notion of healthy relationships across a wide range of topics: from *Social Media* to *Changing Climates* to *Global Cultures* to our beacon topic on *Love & Relationships*.

All of the topics within the **ThoughtBox Learning Journey** are matched to DfE guidelines for PSHE, SMSC and wider NC topics, and we offer detailed schemes of work to show *where* and *how* our topics are matching the required framework.

We offer schools supported guidance and training for teachers and parents plus a rich bank of student resources and action projects, all of which are supporting healthy relationships for **triple wellbeing**.

# FAMILIES AND PEOPLE THAT CARE FOR ME | Relationships education

## Pupils should know:

## ThoughtBox topic

<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li></ul>	Love & Relationships Home Habitats
<ul style="list-style-type: none"><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li></ul>	Love & Relationships Habitats
<ul style="list-style-type: none"><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li></ul>	Love & Relationships Home Habitats
<ul style="list-style-type: none"><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li></ul>	Love & Relationships Habitats
<ul style="list-style-type: none"><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li></ul>	Love & Relationships
<ul style="list-style-type: none"><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>	Love & Relationships

# CARING RELATIONSHIPS | Relationships education

## Pupils should know:

## ThoughtBox topic

- how important friendships are in making us feel happy and secure, and how people choose and make friends

Love & Relationships  
Happiness | Identity  
Home  
Social Media

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Love & Relationships  
Identity  
Journeys  
Home

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Love & Relationships  
Journeys | Home  
Social Media

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

Love & Relationships  
Social Media

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Love & Relationships  
Social Media

# RESPECTFUL RELATIONSHIPS | Relationships education

## Pupils should know:

## ThoughtBox topic

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Love & Relationships  
Identity  
Journeys  
Home

- practical steps they can take in a range of different contexts to improve or support respectful relationships

Love & Relationships  
Journeys  
Identity | Social Media  
Home

- the conventions of courtesy and manners

Global Cultures  
Journeys | Home  
Social Media

- the importance of self-respect and how this links to their own happiness

Love & Relationships  
Identity  
Social Media

# RESPECTFUL RELATIONSHIPS | Relationships education

## Pupils should know:

## ThoughtBox topic

• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Love & Relationships  
Journeys  
Home  
Global Cultures  
Social Media

• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Love & Relationships  
Social Media  
Global Cultures

• what a stereotype is, and how stereotypes can be unfair, negative or destructive

Global Cultures  
Identity  
Journeys  
Home

• the importance of permission-seeking and giving in relationships with friends, peers and adults

Love & Relationships  
Social Media

# ONLINE RELATIONSHIPS | Relationships education

## Pupils should know:

## ThoughtBox topic

- that people sometimes behave differently online, including by pretending to be someone they are not

Social Media  
Identity  
Happiness

- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

Social Media  
Happiness  
Love & Relationships

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Social Media  
Identity

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

Social Media

- how information and data is shared and used online

Social Media

# BEING SAFE | Relationships education

Pupils should know:	ThoughtBox topic
• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Love & Relationships Social Media
• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	Love & Relationships Social Media
• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Love & Relationships
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Not explicitly covered
• how to recognise and report feelings of being unsafe or feeling bad about any adult	Not explicitly covered
• how to ask for advice or help for themselves or others, and to keep trying until they are heard	Not explicitly covered
• how to report concerns or abuse, and the vocabulary and confidence needed to do so	Not explicitly covered
• where to get advice e.g. family, school and/or other sources	Not explicitly covered

# MENTAL WELLBEING | Health education

## Pupils should know:

## ThoughtBox topic

- that mental wellbeing is a normal part of daily life, in the same way as physical health

Happiness | Love & Rel  
Identity | Social Media

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

Happiness | Identity  
Journeys | Home  
Global Cultures

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Happiness | Identity  
Journeys | Home  
Love & Relationships

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Happiness | Identity  
Love & Relationships

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Happiness | Identity  
Habitats | Kindness

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Happiness | Identity  
Kindness

- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

Happiness | Identity  
Love & Relationships

# MENTAL WELLBEING | Health education

## Pupils should know:

## ThoughtBox topic

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Social Media  
Identity  
Happiness  
Love & Relationships  
Global Cultures  
Kindness

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Happiness  
Social Media  
Love & Relationships  
Kindness

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Happiness  
Identity  
Love & Relationships  
Social Media  
Kindness

# INTERNET SAFETY AND HARMS | Health education

## Pupils should know:

## ThoughtBox topic

<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits</li></ul>	Social Media Identity
<ul style="list-style-type: none"><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li></ul>	Social Media Happiness Identity
<ul style="list-style-type: none"><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li></ul>	Social Media Happiness   Identity
<ul style="list-style-type: none"><li>• why social media, some computer games and online gaming, for example, are age restricted</li></ul>	Social Media
<ul style="list-style-type: none"><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li></ul>	Social Media Happiness   Identity
<ul style="list-style-type: none"><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li></ul>	Social Media Identity
<ul style="list-style-type: none"><li>• where and how to report concerns and get support with issues online.</li></ul>	Social Media Identity

# AREAS *NOT* COVERED BY THOUGHTBOX | Health education

These areas in the Health Education Ofsted Guidance are *not* covered by ThoughtBox topics:

1. Physical health and fitness
2. Healthy eating
3. Drugs, alcohol and tobacco
4. Health and prevention
5. Basic first aid
6. Changing adolescent body