

# Year Six

## PSHE

### (including RHE)



## Curriculum



**PORTER CROFT**  
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.







The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use 'No Outsider' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	<u>Community</u> C5a Why is money important?	<u>Mental health</u> M3 Why do we argue?	<u>Friends</u> Fr5 What are stereotypes?	<u>Physical</u> P4 Why do some people take drugs?	<u>No Outsiders</u> GR, SO 	<u>Physical</u> G1 How will my body change as I get older?
2	C5b How should I spend my money?	M4 Who am I?	Fr6 How do I accept my friends for who they are?	P5 Where should I get my health information?	<u>KS2 Anti-Racism Education</u> L8 – Myth Busting	G2 How will my feelings change as I get older?
3	C6 What makes us feel like we belong?	<u>No Outsiders</u> 	Fr7 How do we reduce sexism?	P6 How do I save a life?	<u>Project Evolve Online Safety</u> <u>Self-Image and Identity L1</u>	G3 How will I stay clean during puberty?
4	C7 What does it mean to be British?	<u>KS2 Anti-Racism Education</u> L7 – Representation Matters	<u>No Outsiders</u> 	<u>No Outsiders</u> R 	<u>Project Evolve Online Safety</u> <u>Managing Online Information L4</u>	<u>No Outsiders</u> SO 
5	<u>No Outsiders</u>  R, A, RB	<u>Project Evolve Online Safety</u> <u>Online Relationships L4</u>	<u>Project Evolve Online Safety</u> <u>Online Bullying L1</u>	<u>Project Evolve Online Safety</u> <u>Privacy and Security L4</u>	<u>Project Evolve Online Safety</u> <u>Managing Online Information L5</u>	<u>Project Evolve Online Safety</u> <u>Health Wellbeing and Lifestyle L1</u>
6	<u>Project Evolve Online Safety</u> <u>Online Relationships L3</u>	<u>Project Evolve Online Safety</u> <u>Online Reputation L2</u>	<u>Project Evolve Online Safety</u> <u>Online Bullying L2</u>	<u>Project Evolve Online Safety</u> <u>Privacy and Security L5</u>	<u>Project Evolve Online Safety</u> <u>Managing Online Information L10</u>	<u>Project Evolve Online Safety</u> <u>Health Wellbeing and Lifestyle L4</u>

Project Evolve	<u>Online Relationships L3 and L4</u> <u>Online Reputation L2</u>	<u>Online Bullying L1 and L2</u> <u>Privacy and Security L4 and L5</u>	<u>Self-Image and Identity L1</u> <u>Managing Online Information L4, L5 and L10</u> <u>Health Wellbeing and Lifestyle L1 and L4</u>
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**C5a Why is money important?**

**Objectives**

1. Identify the ways that money affects their lives
2. Understand that not everyone has the same access to money and employment across the world

**Key vocabulary**

*Poverty, inequality, privilege*

**PSHE Links**

*L2. to recognise there are human rights, that are there to protect everyone*

*L3. about the relationship between rights and responsibilities*

*L6. about the different groups that make up their community; what living in a community means*

*L7. to value the different contributions that people and groups make to the community*

*L17. about the different ways to pay for things and the choices people have about this*

*L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)*

**C5b How should I spend my money?**

**Objectives**

1. Identify the ways that money affects their lives
2. Appreciate that the infrastructure around us is built and maintained by tax payments
3. Understand that debt results from spending more than you are able to earn

**Key vocabulary**

*Debt, earn, salary, tax*

**PSHE Links**

*L18. to recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'*

*L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)*

*L20. to recognise that people, make spending decisions based on priorities, needs and wants*

*L21. different ways to keep track of money*

*L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe*

*L23. 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*

*L24. to identify the ways that money can impact on people's feelings and emotions*

**C6 What makes us feel like we belong?**

**Objectives**

1. Understand why some people must leave their countries
2. Appreciate why some people choose to come to the U.K.
3. Know that most refugees stay near their country of origin
4. Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries
5. Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers)

**Key vocabulary**

*Rights, refugees, asylum seekers, migration, immigrant*

### PSHE Links

L2. to recognise there are human rights, that are there to protect everyone

L3.

L6

L7.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L17.

L19.

L20.

## **C7 What does it mean to be British?**

### **Objectives**

1. Discuss what it means to belong to a country
2. Appreciate that people can have more than one nationality
3. Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years

#### **Key vocabulary**

*Culture, religion, language*

### PSHE Links

L6.

L7.

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

### **Project Evolve (Online Safety) Unit: Self-image and identity**

**I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.**

#### Outcome Criteria

- I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups.
- I can identify messages about stereotyped roles and make judgements based on them.
- I can challenge and explain why it is important to reject inappropriate representations online.

**I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.**

#### Outcome Criteria

- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.
- I know and can give examples of how I might get help, both on and offline.
- I can explain why I should keep asking until I get the help I need.

**I can explain the importance of asking until I get the help needed.**

#### Outcome Criteria

- I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened.
- I know and can give examples of how I might get help, both on and offline.
- I can explain why I should keep asking until I get the help I need

**Project Evolve (Online Safety) Unit: Copy right and ownership**

**I can demonstrate the use of search tools to find and access online content which can be reused by others.**

Outcome Criteria

- Demonstrate ways of searching for reusable content.
- Select content that is appropriate for reuse in my own work.
- Understand how to reference online sources in my own work

**I can demonstrate how to make references to and acknowledge sources I have used from the internet.**

Outcome Criteria

- Demonstrate ways of searching for reusable content.
- Select content that is appropriate for reuse in my own work.
- Understand how to reference online sources in my own work

PSHE Unit: Mental health

**M3 Why do we argue?**

**Objectives**

1. Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not
2. Practise strategies for resolving conflict with peers

**Key vocabulary**

*listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control*

**PSHE links**

*H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health*

*H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*

*H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations*

*H24. problem-solving strategies for dealing with emotions, challenges and change, including the transitions to new schools*

**M4 Who am I?**

**Objectives**

1. Learn to express our sense of identity
2. Understand that our brains can get poorly and can be treated (just like our bodies)
3. Know that mental wellbeing varies and is not constant

**Key vocabulary**

*Identity, emotions*

**PSHE links**

*H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)*

*H15.*

*H16.*

*H18. about everyday things that affect feelings and the importance of expressing Feelings*

*H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;*

*H20.*

*R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own*

*R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background*

*L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes*

Project Evolve (Online Safety) Unit: Online relationships

**I can explain how sharing something online may have an impact either positively or negatively**

**Outcome Criteria**

- Understand the concept of consequence online and give examples.
- Understand that reactions to events online can determine the consequences.
- Understand that sharing online can be positive as well as negative and be able to give examples of both

**I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.**

Outcome Criteria

- Understand what 'boundaries' are, including online.
- Understand the concepts of respect and self-respect and give examples of how this can be shown online.
- Understand how to respect others' boundaries online, particularly regarding sharing information about them.

**I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.**

Outcome Criteria

- Understand the concept of consequence online and give examples.
- Understand that reactions to events online can determine the consequences.
- Understand that sharing online can be positive as well as negative and be able to give examples of both

**I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this**

Outcome Criteria

- Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people.
- Understand what an 'inappropriate' picture might be and give examples.
- Understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared

**Project Evolve (Online Safety) Unit: Online reputation**

**I can explain the ways in which anyone can develop a positive online reputation.**

Outcome Criteria

- I understand what an online reputation is
- I understand that people may do an online search to find out information about me
- I understand that the information that people find about me will allow them to form an opinion about me

**I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity**

Outcome Criteria

- I can explain what a digital personality is.
- I can explain strategies anyone can use to protect their 'digital personality' and online reputation.
- I can explain how online anonymity can protect online reputation



### Fr5 What are stereotypes?

#### Objectives

1. Understand what stereotypes are
2. Critique media and identify stereotypes in the world around them
3. Learn how to challenge stereotypes when they see them

#### **Key vocabulary**

*Gender stereotypes, male, female, man, woman, sexism*

#### PSHE links

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32.

R33.

R21. about discrimination: what it means and how to challenge it

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

H35. about the new opportunities and responsibilities that increasing independence may bring

L3. about the relationship between rights and responsibilities

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

### Fr6 How do I accept my friends for who they are?

#### Objectives

1. Accurately use language relating to gender, sexuality and identity
2. Understand that trans and non-binary people may face discrimination
3. Appreciate that we should treat everyone with respect, regardless of their physical appearance

#### **Key vocabulary**

*Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation*

#### PSHE links

H25.

H26. that for some people gender identity does not correspond with their biological sex

R33.

R21.

L9.

L10.

### Project Evolve (Online Safety) Unit: Online Bullying

**I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me**

#### Outcome Criteria

- I know there are different ways to gather evidence of bullying behaviour online.
- I know some different ways to use technology to protect myself from bullying behaviour.
- I know it's important to talk to a trusted adult about being bullied online

**I can explain how someone would report online bullying in different contexts**

#### Outcome Criteria

- Identify routes for reporting bullying and harmful behaviours they witness or experience online.
- Make decisions about the suitability of different reporting routes based on context.
- Consider strategies for safely and positively intervening

## Project Evolve (Online Safety) Unit: Privacy and security

**I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser)**

### Outcome Criteria

- Recognise and select effective strategies for managing passwords.
- Suggest methods for managing situations where passwords are lost or stolen.

**I can explain what to do if a password is shared, lost or stolen**

### Outcome Criteria

- Recognise and select effective strategies for managing passwords.
- Suggest methods for managing situations where passwords are lost or stolen

**I can describe how and why people should keep their software and apps up to date, e.g. auto updates**

### Outcome Criteria

- I can describe why people should keep their software and apps up to date.
- I can describe how people can keep their software and apps up to date e.g. auto updates.

**I can describe simple ways to increase privacy on apps and services that provide privacy settings**

### Outcome Criteria

- Recognise that app permissions allow access to our personal information.
- Understand the relationship between the value of data and the ethics of collecting that data.
- Be aware that the data we share is valuable to app developers.

**I can describe ways in which some online content targets people to gain money or information illegally;  
I can describe strategies to help me identify such content (e.g. scams, phishing).**

### Outcome Criteria

- Distinguish between genuine and fake content/sites
- Understand some tactics employed by scammers
- Identify the features of scam communications

**I know that online services have terms and conditions that govern their use.**

### Outcome Criteria

- I know that online services have terms and conditions that govern their use.
- I know that terms and conditions say what the company is allowed to do and what a user is allowed to do.
- I know that terms and conditions may include information about how an online service makes money

## Spring 2

PSHE Unit:Physical

### **P4 Why do some people take drugs?**

#### **Objectives**

1. Understand that some drugs help us and some do not
2. Understand some of the reasons why people take recreational and addictive drugs
3. Understand the risks of taking drugs, alcohol and tobacco
4. Understanding about cannabis

#### **Key vocabulary**

*Drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction*

#### **PSHE links**

*H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle*

*H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break*

#### **Science links:**

*(Y6) Pupils should be taught to: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*

### **P5 Where should I get my health information?**

#### **Objectives**

1. Understand that not all information is accurate, even if it appears to be
2. Identify inaccurate health information
3. Know where to find accurate sources of health information

#### **Key vocabulary**

*Verify, misinformation, fake news, genuine, accurate, vaccination, 'anti-vax'*

#### **PSHE links**

*L11. recognise ways in which the internet and social media can be used both positively and negatively*

*L16. about 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*

*H1. how to make informed decisions about health*

### **P6 How do I save a life?**

#### **Objectives**

1. Identify common hazards Know basic first aid techniques
2. Understand how to react in emergency situations
3. Understand when and how to make an emergency 999 call

#### **Key vocabulary**

*Danger, hazard, environment*

#### **PSHE links**

*H38. how to predict, assess and manage risk in different situations*

*H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe*

*H35.*

*R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this*

*L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws*

*H43. about what is meant by first aid; basic techniques for dealing with common injuries*

*H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say*

*H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about*

**I can explain how search engines work and how results are selected and ranked**

Outcome Criteria

- I can use search technologies effectively.
- I can explain how search engines work.
- I can explain how results are selected and ranked

**I can explain how to use search technologies effectively**

Outcomes Criteria

- I can use search technologies effectively.
- I can explain how search engines work.
- I can explain how results are selected and ranked

**I can describe how some online information can be opinion and can offer examples**

Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')

**I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal**

Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')

## Summer 1

### Managing online information

**I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news)**

#### Outcome Criteria

- I can describe how some online information can be opinion and can offer examples.
- I can explain how and why some people may present 'opinions' as 'facts'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').

**I understand the concept of persuasive design and how it can be used to influence people's choices**

#### Outcome Criteria

- Know what is meant by persuasive design.
- Understand that how it may be used to influence behaviour.
- Recognise some examples of persuasive design

**I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important**

#### Outcome Criteria

- I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
- I can identify, flag and report inappropriate content

**I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.**

#### Outcome Criteria

- I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
- I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this

**I can describe the difference between online misinformation and dis-information**

#### Outcome Criteria

- Understand what the terms misinformation and disinformation mean.
- Describe the difference between misinformation and disinformation.
- Recognise examples of misinformation and disinformation

**I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation)**

#### Outcome Criteria

- Understand if something is popular online, it may still be inaccurate or untrue.
- Recognise how this may happen.
- Know the difference between Misinformation and Disinformation

**I can identify, flag and report inappropriate content**

#### Outcome Criteria

- I know ways to report illegal content on different platforms
- I understand that there are different types of illegal content online
- I know some of the laws that relate to different types of illegal content
- Understand that "In-app Purchases" spend real money and realise that children can run up large bills by purchasing games and "In-App Purchases" without realising it

## Summer 2

### PSHE Unit: Growing Up

#### G1 How will my body change as I get older?

##### Objective

1. Understand the physical changes that people go through during puberty, particularly ages 9 -11

##### *Key vocabulary*

*Puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, discharge, menstruation, period, wet dream*

##### PSHE links

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

#### G2 How will my feelings change as I get older?

##### Objective

1. Understand the emotional and mental changes that people go through when they reach puberty

##### *Key vocabulary*

*Hormones, moods, anxiety, insecurity, self-conscious, risk*

##### PSHE links

H20.

H31.

#### G3 How will I stay clean during puberty?

##### Objectives

1. Changes and importance during puberty.
2. Hygiene (personal hygiene)

##### *Key vocabulary*

*Hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty*

##### PSHE links

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

### Project Evolve (Online Safety) Unit: Health, Wellbeing and lifestyle

**I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.**

##### Outcome Criteria

- Recognise content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc).
- Show some understanding of the purpose and limitations of these systems (e.g. purpose is to inform about the themes present in the content, not all content is age regulated, not all content is covered under the same rating system.)
- Demonstrate an awareness of why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?)

**I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.**

Outcome Criteria

- Recognise the features of a healthy media balance.
- Understand how technology can place pressure on someone
- Know how to positively address peer pressure and can apply this in online situations.

**I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).**

Outcome Criteria

- Identify examples of persuasive design.
- Briefly explain the purpose of features that persuade or nudge users into certain behaviours.
- Consider strategies for mitigating the effects of persuasive design on technology use.

**I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).**

Outcome Criteria

- Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health.
- Select suitable strategies based on their own personal needs, use and experience of tech and the internet.
- Describe positive outcomes that would show a strategy is successful.