

# Year Five

## 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.

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.

	Identity and Diversity		Sustainable Development		Globalisation and interdependence	
Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Community</u> C1 What is prejudice? C2 What is the history of prejudice? C3 What should I do if I encounter prejudice?	<u>Mental health</u> M1 Does everyone have the same feelings? M2 Should we be happy all the time?	<u>Friends</u> Fr1 What makes a close friend? Fr2 Can we be different and still be friends? Fr3 Should friends tell us what to do? Fr4 Why are some people unkind?	<u>Physical</u> P1 Is there such thing as a perfect body? P2 How can I stay fit and healthy? P3 How can I avoid getting ill?	<u>Family</u> Fa1 Why do some people get married? Fa2 Are families ever perfect? Fa3 Is there such thing as a normal family?	<u>Growing Up</u> G4 What is menstruation?  <u>Legal and illegal drugs</u>

Some of the content learnt in Project EVOLVE may be covered in more than one term

Project EVOLVE	Self-image and identity	online relationships	Online bullying	Privacy and security	Online reputation	Managing online information	Health, wellbeing and life style	Copy right and ownership
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### C1 What is prejudice?

#### Objectives

1. Know that unconscious bias exists
2. Understand why some people discriminate
3. Know the protected characteristics

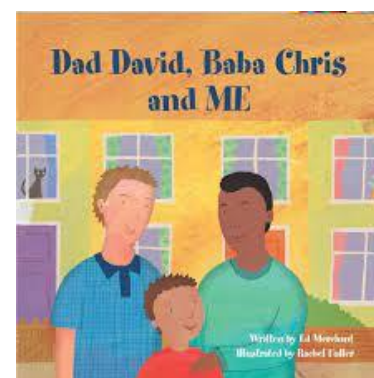
#### Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic



#### PSHE links

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- 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
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R21. about discrimination: what it means and how to challenge it
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- 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



### C2 What is the history of prejudice?

#### Objectives

1. Explore the history of prejudice
2. Understand how that history impacts people who are alive today

#### Key vocabulary

Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

#### PSHE links

- R30  
R32  
R33.  
R21.  
R19.  
R20.  
L9.  
L10.

### C3 What should I do if I encounter prejudice?

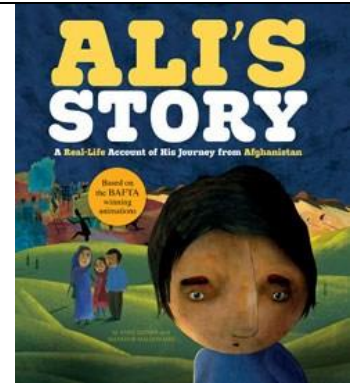
#### **Objectives**

1. Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying

- Identify the most common types of prejudice
- Identify the protected characteristics in the equality act
- Know what to do if they encounter, experience or witness prejudice

#### **Key vocabulary**

Race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic



#### **PSHE links**

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

R19.

R20.

L9.

L10.

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

#### **Project EVOLVE Unit: Self-image and identity**

I can explain how identity online can be copied, modified or altered.

#### **Outcome Criteria**

I can explain someone's online identity can be different to their identity in 'real life'.

I can describe how someone might change their identity online.

I can explain the positive reasons for changing your online identity and the negative reasons for doing so.

I can demonstrate how to make responsible choices about having an online identity, depending on context.

#### **Outcome Criteria**

I understand that I can show my online identity in different ways.

I know that my online identity can have an impact on others, both positively and negatively.

I can demonstrate responsible choices about my online identity, depending on context.

#### **Project EVOLVE Unit: Online relationships**

**I can give examples of technology-specific forms of communication (e.g. emoji's, memes and GIFs).**

#### **Outcome Criteria**

- Understand that communication online does not have to be text-based.
- Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes.
- Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context

**I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.**

#### **Outcome Criteria**

- I can describe what is meant by harm.
- I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart
- I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.

**I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups)**

Outcome Criteria

- I can give examples of the online (or offline) communities to which I belong.
- I can describe some of the positive things I do in these communities and can explain how my behaviour impacts on others.
- I can describe how online communities collaborate and the benefit of doing this.

**I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.**

Outcome Criteria

- I understand some of the difficulties some people may have, including online
- I can describe what I can do to support others online, both friends and people I know less well
- I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else

**I can demonstrate how to support others (including those who are having difficulties) online**

Outcome Criteria

- I understand some of the difficulties some people may have, including online
- I can describe what I can do to support others online, both friends and people I know less well
- I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else

**M1 Does everyone have the same feelings?**

**Objectives**

1. Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately
2. Identify positive and negative emotions and the impact these have on our mental wellbeing
3. Identify our own triggers for negative emotions
4. Understanding that some people find it hard to read and express emotions



**Key vocabulary**

*Angry, anxious, worried, frustrated, confused, emotional reaction*

**PSHE links**

*H1. how to make informed decisions about health*

*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*

*H17. to recognise that feelings can change over time and range in intensity*

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

*H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others*

**M2 Should we be happy all the time?**

**Objectives**

1. Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.
2. Explore ways of coping with big and small life events.
- 3.

**Key vocabulary**

*Loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control*

**PSHE links**

H16.

H18.

H19.

H17.

H20.

**I can assess and justify when it is acceptable to use the work of others**

Outcome Criteria

- Recognise fair dealing situations
- Understand that some work is in the public domain
- Know that even copyrighted work can be used, if this use is fair.

**I can give examples of content that is permitted to be reused and know how this content can be found online.**

Outcome Criteria

- Recognise fair dealing situations
- Understand that some work is in the public domain
- Know that even copyrighted work can be used, if this use is fair

**Fr1 What makes a close friend?****Objectives**

1. Understand what it takes to be a good friend
2. Empathise with people who are excluded

**Key vocabulary**

*Kindness, friendship, inclusion, transition*

**PSHE links**

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

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

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

**Fr2 Can we be different and still be friends?****Objectives**

1. Understand that we don't have to be the same as everyone else to have friends
2. Appreciate that we should respect other people, irrespective of their unique characteristics
3. Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours

**Key vocabulary**

*jealousy, betrayal, different, excluding, including,*

**PSHE links**

R10.

R11.

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R14.

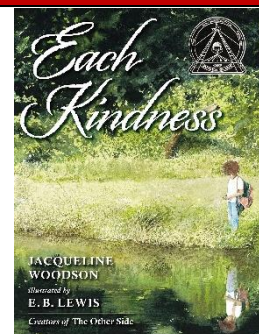
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

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

R30.





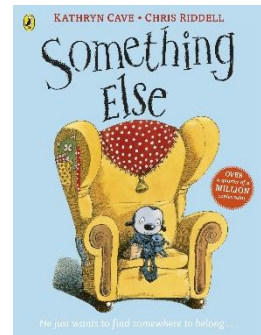
### Fr3 Should friends tell us what to do?

#### **Objectives**

1. Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship
2. Appreciate that friends should make us feel good and safe
3. Identify behaviour that is controlling or manipulative
4. Identify issues around consent and coercion

#### **Key vocabulary**

*Friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure*



#### **PSHE links**

R11. *what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships*

R15. *strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others*

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

### Fr4 Why are some people unkind?

#### **Objectives**

1. Identify the reasons why some children bully
2. Understand that violence is always wrong, our body belongs to us
3. Develop skills to avoid conflict and reconcile differences

#### **Key vocabulary**

*Bullying, cyberbullying, discrimination, insecurities, fear, anger*

#### **PSHE links**

R30.

R11.

R14.

R30.

R17.

R19

R20.

R21.

R29. *where to get advice and report concerns if worried about their own or someone else's personal safety (including online)*

## Project EVOLVE Unit: Online Bullying

**I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.**

### Outcome Criteria

I can explain some differences between online and offline bullying

I know some of the different ways people can be hurtful to others online

I know how to be an 'upstander' online

**I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying**

### Outcome Criteria

- I can describe what 'banter' is.
- I can describe how I would know if something was banter.
- I know that bullying is different from banter

**I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult**

### Outcome Criteria

- I would know who to speak to if someone I know was being bullied online.
- I can identify different support that is available to someone who is being bullied online.
- I understand if someone is at risk of harm I need to tell a responsible adult

**I can identify a range of ways to report concerns and access support both in school and at home about online bullying**

### Outcome Criteria

- I would know who to speak to if someone I know was being bullied online.
- I can identify different support that is available to someone who is being bullied online.
- I understand if someone is at risk of harm I need to tell a responsible adult

### **I can explain how to block abusive users**

### Outcome Criteria

- Know how to block abusive users on the different platforms, apps and games that they use.
- Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use.
- Describe these processes to someone else

**I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)**

### Outcome Criteria

- I would know who to speak to if someone I know was being bullied online
- I can identify different support that is available to someone who is being bullied online
- I understand if someone is at risk of harm I need to tell a responsible adult

## Spring 2

PSHE Unit :Physical

### P1 Is there such thing as a perfect body?

#### Objectives

1. Analyse representation of beauty in the media
2. Understand that the images we see in the media affect the way we see and judge ourselves and others
3. Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame)

#### **Key vocabulary**

*Body image, self-esteem, unrealistic, expectations, insecurity*

#### PSHE links

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

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

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

### P2 How can I stay fit and healthy?

#### Objectives

1. Understand how regular exercise and a balanced diet can

#### **Key vocabulary**

*Body image, self-esteem, unrealistic, expectations, insecurity*

#### PSHE links

H1. how to make informed decisions about health

H2.

H3.

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

### P3 How can I avoid getting ill?

#### Objectives

1. Understand the risks of taking drugs, alcohol and tobacco
2. Understand why getting the right amount of sleep is important
3. Identify the ways to avoid damage caused by the sun
4. Identify key indicators of poor health
5. Understand the importance of getting the correct amount of sleep
6. Know strategies to help them to sleep better
7. Understand the importance of dental hygiene

#### **Key vocabulary**

*Oral hygiene, flossing, tooth decay, plaque*

**PSHE links**

H6.

H7.

H8.

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

**Project EVOLVE Unit: Privacy and Security**

**I can explain what a strong password is and demonstrate how to create one**

**Outcome Criteria**

- Identify the risks posed by not protecting accounts and information online.
- Suggest appropriate strategies for creating strong passwords and explain why these are effective

**I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others**

**Outcome Criteria**

- Understand how apps request permission to access data and functions on a device.
- Suggest some reasons as to why apps/companies request access to personal data

**I can explain what app permissions are and can give some examples.**

**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.

**Project EVOLVE Unit: Online reputation**

**I can search for information about an individual online and summarise the information found**

**Outcome Criteria**

- I can use a search engine to search for information about other people and present that information for others to read
- I understand that the information I find may not be accurate
- I understand that people may make judgements against others on the information that they find

**I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect**

**Outcome Criteria**

- I can use a search engine to search for information about other people and present that information for others to read
- I understand that the information I find may not be accurate
- I understand that people may make judgements against others on the information that they find

## Summer 1

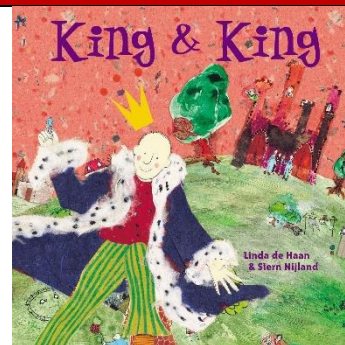
## family

**Fa1 Why do some people get married?****Objectives**

1. Understand why some people get married
2. Appreciate that not everyone wants to get married
3. Know that forced marriage is illegal

**Key vocabulary**

*Marriage, wedding, ceremony, gay*

**PSHE links**

R3. about marriage and civil partnership as a legal declaration

of commitment made by two adults who love and care for each other, which is intended to be lifelong  
R4. that forcing anyone to marry against their will is a crime; that help and support is available to for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

**Fa2 Are families ever perfect?****Objectives**

1. Identify the positive features that should be present in a family
2. Learn how to disagree with respect
3. Know the difference between secrets and surprises (when to break confidentiality)
4. Understand the concept of consent
5. Revisit that "My body belongs to me"

**Key vocabulary**

*Consent, secrets, surprises, unwanted, fault*

**PSHE links**

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R27. about keeping something *confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret*

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

H14. *how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health*

**Fa3 Is there such thing as a normal family?****Objectives**

1. Understand the diversity of home lives
2. Appreciate that many people have heritage from other countries and may have dual heritage
3. Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun

**Key vocabulary**  
*Difference, conventional*

**PSHE links**

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R32.

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

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

R33.

**Project EVOLVE Unit: Managing Online Information**

**I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with**

**Outcome Criteria**

- I can use different search technologies.
- I can evaluate digital content and can explain how I make choices from search results

**I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.**

**Outcome Criteria**

- I can explain what is meant by 'being sceptical'.
- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
- I can evaluate flawed reasoning

**I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.**

**Outcome Criteria**

- I can explain what is meant by 'being sceptical'.
- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
- I can evaluate flawed reasoning.

**I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence**

**Outcome Criteria**

- I can explain what is meant by 'being sceptical'.
- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
- I can evaluate flawed reasoning

**I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads**

**Outcome Criteria**

- I can explain why information I see online may be personalised
- I can identify some of the methods used to get my attention online
- I understand that the information I see may be targeted based on my interests

**I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).**

Outcome Criteria

- Understand that some online content may be commercially promoted.
- Know what is meant by content that is sponsored or boosted.
- Understand that some influencers or vloggers are paid to promote items.
- Recognise that where content is sponsored, it is not always apparent

**I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.**

Outcome Criteria

- Know what the term 'stereotype' means.
- Understand how stereotypes may be reinforced online.
- Recognise how stereotypes can influence perceptions of others online

**I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.**

Outcome Criteria

- Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- Explain what is meant by a 'hoax'.
- Explain why someone would need to think carefully before they share

## Summer 2

### Growing Up

#### **G4 What is menstruation?**

NHS staff in Sheffield have recommended that this unit is taught at the end of year 4 or in year 5

#### **Objectives**

1. Understand the process of menstruation and how to manage it effectively

#### **Key vocabulary**

*Menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus*

#### **PSHE links**

*H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction*

*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)*

### Legal and illegal drugs

#### **Legal and illegal drugs**

#### **Objectives**

1. What are legal and illegal drugs?
2. What are the attitudes towards drugs?
3. How does peer pressure have an impact?

#### **Project EVOLVE Unit: Health, wellbeing and lifestyle**

**I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.**

#### **Outcome Criteria**

- Understand simple properties of healthy sleep
- Can recount simple benefits of sleep on body's health
- Can offer suggestions on how use of technology before sleep could affect quality of sleep

**I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.**

#### **Outcome Criteria**

Recount the concept of healthy sleep

Can identify activities when using technology that could negatively impact on sleep

Can offer simple strategies to manage technology before bedtime

**I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals**

#### **Outcome Criteria**

- Differentiate between fact and fake information.
- Make a balanced judgement when researching information online.
- Know what a trusted source of online website/information looks like

**I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing**

#### **Outcome Criteria**

- Explain what in-app purchasing is (including loot boxes).
- Identify the benefits but also the risks of in-app purchases.
- Know that I should always ask permission when making an online purchase



