



# **North East Learning Trust**

## **PSHE SCHEME OF WORK**

## **Our Vision**

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

## **Principles and Purpose**

Our curriculum has been customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, with big ideas being reintroduced throughout Key Stage in a variety of projects, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values.

When designing our curriculum, we have ensured a well-planned program which recognises the knowledge and skills, pupils will need for later life taking into consideration our diverse community and local ship building, pottery and coal mining heritage.

Diamond Hall Junior Academy places the community at the heart of all it does, we strive to leave a legacy of future learners for generations to come.

## **Aims**

- Understand the purpose and value of their learning and see its relevance to their past, present and future
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge.
- Make effective connections to the real world.
- Help children to think both systematically and creatively to solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make informed choices about their learning. Taking into account children's interests and fascinations.
- Make a positive contribution to the school and local community.

## **Our approach:**

- To learn within a coherent and progressive framework
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding

- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills to become lifelong learners
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism
- Opportunities to learn in different environments.

## **PSHE Intent**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

## PSHE Teaching Overview

<b>Overarching Concepts:</b>	<p><b>1. Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)</p> <p><b>2. Relationships</b> (including different types and in different settings, including online)</p> <p><b>3. A healthy</b> (including physically, emotionally and socially), <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)</p> <p><b>4. Risk</b> (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)</p> <p><b>5. Diversity</b> and <b>equality</b> (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)</p> <p><b>6. Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p> <p><b>7. Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p> <p><b>8. Power</b> (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)</p> <p><b>9. Career</b> (including enterprise, employability and economic understanding)</p>	
<b>Essential Skills and Attributes</b>		
<b>Personal Effectiveness</b>	<b>Interpersonal and social effectiveness</b>	<b>Managing risk and decision-making (integral to personal effectiveness and interpersonal and social effectiveness)</b>
<p>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</p> <p>2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</p> <p>3. Resilience (including self-motivation, perseverance and adaptability)</p> <p>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p> <p>5. Recognising and managing peer influence and</p>	<p>1. Empathy and compassion (including impact on decision-making and behaviour)</p> <p>2. Respect for others’ right to their own beliefs, values and opinions</p> <p>3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)</p> <p>4. Skills for employability, including</p> <ul style="list-style-type: none"> <li>- Active listening and communication (including assertiveness skills)</li> <li>- Team working</li> <li>- Negotiation (including flexibility, self-advocacy and</li> </ul>	<p>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</p> <p>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</p> <p>4. Assessing the validity and reliability of information</p> <p>5. Identify links between values and beliefs, decisions and actions</p>

<p>the need for peer approval, including evaluating perceived social norms</p> <p>6. Self-organisation (including time management)</p> <p>7. Strategies for identifying and accessing appropriate help and support</p> <p>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>9. Recalling and applying knowledge creatively and in new situations</p> <p>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	<p>compromise within an awareness of personal boundaries)</p> <p>-Leadership skills</p> <p>- Presentation skills</p> <p>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p> <p>6. Recognising, evaluating and utilising strategies for managing influence</p> <p>7. Valuing and respecting diversity</p> <p>8. Using these skills</p>	<p><b>6. Making decisions</b></p>
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**Notes:**




**\*Lessons should be in three levels:**

- Teaching about an issue
- Teaching how to manage an issue
- Underpin the topic specific learning.

**\*Knowledge and understanding should be interlinked, and core themes linked when appropriate.**

**\*In an increasingly 'connected' world, the online and offline worlds should be explored within topics.**

**\*Select content that is relevant to your pupils using this as a context to explore the overarching concepts alongside the essential skills and attributes.**

KEY STAGE 2		
CORE THEME 1 HEALTH AND WELLBEING 	CORE THEME 2 RELATIONSHIPS 	CORE THEME 3 LIVING IN THE WIDER WORLD 
<ul style="list-style-type: none"> <li>• Healthy lifestyles (physical wellbeing)</li> <li>• Mental health</li> <li>• Ourselves, growing and changing</li> <li>• Keeping safe</li> <li>• Drugs, alcohol and tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Families and close positive relationships</li> <li>• Friendships</li> <li>• Managing hurtful behaviour and bullying</li> <li>• Safe relationships</li> <li>• Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Shared responsibilities</li> <li>• Communities</li> <li>• Media literacy and digital resilience</li> <li>• Economic wellbeing: money</li> <li>• Economic wellbeing: aspirations, work and career</li> </ul>
<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <p><b><u>Healthy lifestyles (physical wellbeing)</u></b>  H1. how to make informed decisions about health  H2. about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H5. about what good physical health means; how to recognise early signs of physical illness  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,</p>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <p><b><u>Families and close positive relationships</u></b>  R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  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 people who are worried about this 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  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R7. to recognise and respect that there are different</p>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <p><b><u>Shared responsibilities</u></b>  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L2. to recognise there are human rights, that are there to protect everyone  L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b><u>Communities</u></b>  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  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within</p>

<p>behaviour and ability to learn</p> <p>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</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b><u>Mental health</u></b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>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</p>	<p>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</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b><u>Friendships</u></b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>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</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>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</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	<p>communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience</p> <p><b><u>Media literacy and digital resilience</u></b></p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>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</p> <p><b><u>Economic wellbeing: money</u></b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>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’</p> <p>L19. that people’s spending decisions can affect others</p>
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<p>spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b><u>Ourselves, growing and changing</u></b></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills,</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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</p> <p><b><u>Managing hurtful behaviour and bullying</u></b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>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</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p><b><u>Safe relationships</u></b></p> <p>R22. About privacy and personal boundaries: what is appropriate in friendships and wider relationships (including online)</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will</p>	<p>and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>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</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p><b><u>Economic wellbeing: aspirations, work and career</u></b></p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>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)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do</p>
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<p>achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><b><u>Keeping safe</u></b></p> <p>H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media,</p>	<p>find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><b><u>Respecting self and others</u></b></p> <p>R30. That personal behaviour can affect other people: to recognise and model respectful behaviour online</p> <p>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</p> <p>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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>	<p>when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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television programmes, films, games and online gaming

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

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

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

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

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

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

**Drugs, alcohol and tobacco**

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and

<p>their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concern</p>		
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## Year 3

### Autumn Term

### Spring Term

### Summer Term

#### RELATIONSHIPS

#### LIVING IN THE WIDER WORLD

#### HEALTH AND WELLBEING

**Articles:** 3 (*best interests of the child*), 5 (*family guidance as children develop*), 6 (*life, survival and development*), 12 (*respect for children's views*), 16 (*protection of privacy*), 17 (*access to information*), 18 (*responsibility of parents*), 20 (*children without families*), 21 (*children who are adopted*), 30 (*minority, culture, language and religion*)

**Articles:** 3 (*best interests of the child*), 4 (*making rights real*), 8 (*identity*), 15 (*setting up or joining groups*), 16 (*protection of privacy*), 17 (*access to information*), 26 (*social and economic help*), 28 (*access to education*), 29 (*aims of education*)

**Articles:** 3 (*best interests of the child*), 6 (*life, survival and development*), 7 (*name and nationality*), 8 (*identity*), 24 (*health, water, food, environment*), 27 (*food, clothing, a safe home*), 31 (*rest, play, culture, arts*)

#### Families and friendships

**What makes a family; features of family life**  
R1, R6, R7, R8, R9

Children will learn:

- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- that being part of a family provides support, stability and love
- about the positive aspects of being part of a family, such as spending time together and caring for each other
- about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- to identify if/when something in a family might make someone upset or worried
- what to do and whom to tell if family relationships are making them feel unhappy or unsafe

#### Safe relationships

**Personal boundaries; safely responding to others; the impact of hurtful behaviour**  
R19, R22, R24, R30

Children will learn:

- What is appropriate to share with friends, classmates, family

#### Belonging to a community

**The value of rules and laws; rights, freedoms and responsibilities**  
L1, L2, L3

Children will learn:

- the reasons for rules and laws in wider society
- the importance of abiding by the law and what might happen if rules and laws are broken
- what human rights are and how they protect people
- to identify basic examples of human rights including the rights of children
- about how they have rights and also responsibilities
- that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

#### Media literacy and Digital resilience

**How the internet is used; assessing information online**

L11, L12

Children will learn:

- how the internet can be used positively for leisure, for school and for work
- to recognise that images and information online can be altered or adapted and the reasons for why this happens

#### Physical health and Mental wellbeing

**Health choices and habits; what affects feelings; expressing feelings**

H1, H2, H3, H4, H6, H7, H17, H18, H19

Children will learn:

- about the choices that people make in daily life that could affect their health
- to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- what can help people to make healthy choices and what might negatively influence them
- about habits and that sometimes they can be maintained, changed or stopped
- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- about the things that affect feelings both positively and negatively
- strategies to identify and talk about their feelings
- about some of the different ways people express feelings e.g. words, actions, body language

<p>and wider social groups including online</p> <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behavior</li> </ul> <p><b>Respecting ourselves and others</b></p> <p><b>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</b></p> <p><b>R30, R31</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<ul style="list-style-type: none"> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <p><b>Money and Work</b></p> <p><b>Different jobs and skills; job stereotypes; setting personal goals</b></p> <p><b>L25, L26, L27, L30</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> <p><b>Growing and changing</b></p> <p><b>Personal strengths and achievements; managing and reframing setbacks</b></p> <p><b>H27, H28, H29</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b>Keeping safe</b></p> <p><b>Risks and hazards; safety in the local environment and unfamiliar places</b></p> <p><b>H38, H39, H41</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or</li> </ul>
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		unfamiliar places, including road, rail, water and firework safety
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Year 4		
Autumn Term	Spring Term	Summer Term
RELATIONSHIPS	LIVING IN THE WIDER WORLD	HEALTH AND WELLBEING
<p><b>Articles:</b> 2 (no discrimination), 3 (best interests of the child), 5 (family guidance as children develop), 16 (protection of privacy), 17 (access to information), 30 (minority, culture, language and religion), 31 (rest, play, culture, arts)</p>	<p><b>Articles:</b> 3 (best interests of the child), 7 (name and nationality), 8 (identity), 14 (freedom of thought and religion), 15 (setting up or joining groups), 16 (protection of privacy), 17 (access to information), 26 (social and economic help)</p>	<p><b>Articles:</b> 3 (best interests of the child), 5 (family guidance as children develop), 6 (life, survival and development), 17 (access to information), 24 (health, water, food, environment), 28 (access to education), 29 (aims of education), 33 (protection from harmful drugs)</p>
<p><b>Families and friendships</b></p> <p><b>Positive friendships, including online</b> R10, R11, R12, R13, R18</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>Safe relationships</b></p> <p><b>Responding to hurtful behaviour; managing confidentiality; recognising risks online</b> R20, R23, R27, R28</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>how to respond if they witness or experience hurtful</li> </ul>	<p><b>Belonging to a community</b></p> <p><b>What makes a community; shared responsibilities</b> L4, L6, L7</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>to recognise that they belong to different communities as well as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p><b>Media literacy and Digital resilience</b></p> <p><b>How data is shared and used</b> L13, L14</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts look like</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <p><b>Maintaining a balanced lifestyle; oral hygiene and dental care</b> H2, H5, H11</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p><b>Growing and changing</b></p> <p><b>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</b> H30, H31, H32, H34</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing,</li> </ul>



- behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
  - when it is right to keep or break a confidence or share a secret
  - how to recognise risks online such as harmful content or contact
  - how people may behave differently online including pretending to be someone they are not
  - how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

**Respecting ourselves and others**

**Respecting differences and similarities; discussing difference sensitively**  
**R32, R33**

Children will learn:

- To recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

- to compare content shared for factual purposes and for advertising
- why people might choose to buy or not buy something online e.g. from seeing an advert
- that search results are ordered based on the popularity of the website and that this can affect what information people access

**Money and Work**

**Making decisions about money; using and keeping money safe**

**L17, L19 L20, L21**

Children will learn:

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

- erections and wet dreams
- strategies to manage the changes during puberty including menstruation
  - the importance of personal hygiene routines during puberty including washing regularly and using deodorant
  - how to discuss the challenges of puberty with a trusted adult
  - how to get information, help and advice about puberty

**Keeping safe**

**Medicines and household products; drugs common to everyday life**

**H10, H38, H40, H46**

Children will learn:

- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'
- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice

## Year 5

### Autumn Term

### Spring Term

### Summer Term 1

#### RELATIONSHIPS

#### LIVING IN THE WIDER WORLD

#### HEALTH AND WELLBEING

**Articles:** 2 (no discrimination), 3 (best interests of the child), 4 (making rights real), 19 (protection from violence), 20 (children without families), 21 (children who are adopted), 22 (refugee children), 23 (children with disabilities), 30 (minority, culture, language and religion), 34 (protection from sexual abuse), 36 (protection from exploitation), 42 (everyone must know children's rights)

**Articles:** 3 (best interests of the child), 12 (respect for children's views), 13 (sharing thoughts freely), 24 (health, water, food, environment), 26 (social and economic help), 28 (access to education)

**Articles:** 3 (best interests of the child), 7 (name and nationality), 8 (identity), 24 (health, water, food, environment), 27 (food, clothing, a safe home), 28 (access to education), 29 (aims of education), 30 (minority, culture, language and religion), 34 (protection from sexual abuse), 42 (everyone must know children's rights)

#### Families and friendships

#### Managing friendships and peer influence R14, R15, R16, R17, R18, R26

Children will learn:

- what makes a healthy friendship and how they make people feel included
- strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships

#### Safe relationships

#### Belonging to a community

#### Protecting the environment; compassion towards others L4, L5, L19

Children will learn:

- about how resources are allocated and the effect this has on individuals, communities and the environment
- the importance of protecting the environment and how everyday actions can either support or damage it
- how to show compassion for the environment, animals and other living things
- about the way that money is spent and how it affects the environment
- to express their own opinions about their responsibility towards the environment

#### Media literacy and Digital resilience

#### How information online is targeted; different media types, their role and impact L12, L14

Children will learn:

- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise

#### Physical health and Mental wellbeing

#### Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12

Children will learn:

- how sleep contributes to a healthy lifestyle
- healthy sleep strategies and how to maintain them
- about the benefits of being outdoors and in the sun for physical and mental health
- how to manage risk in relation to sun exposure, including skin damage and heat stroke
- how medicines can contribute to health and how allergies can be managed
- that some diseases can be prevented by vaccinations and immunisations
- that bacteria and viruses can affect health
- how they can prevent the spread of bacteria and viruses with everyday hygiene routines
- to recognise the shared responsibility of keeping a clean environment

#### Growing and changing

#### Personal identity; recognising individuality and different qualities; mental wellbeing

**Physical contact and feeling safe****R9, R25, R26, R27, R29**

Children will learn:

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

**Respecting ourselves and others****Responding respectfully to a wide range of people; recognising prejudice and discrimination****R20, R21, R31, R33**

Children will learn:

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- the impact of discrimination on individuals, groups and wider society

- basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- that some media and online content promote stereotypes
- how to assess which search results are more reliable than others
- to recognise unsafe or suspicious content online
- how devices store and share information

**Money and Work****Identifying job interests and aspirations; what influences career choices; workplace stereotypes****L27, L28, L29, L31, L32**

Children will learn:

- to identify jobs that they might like to do in the future
- about the role ambition can play in achieving a future career
- How or why someone might choose a certain career
- About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
- the importance of diversity and inclusion to promote people's career opportunities
- about stereotyping in the workplace, its impact and how to challenge it
- that there is a variety of routes into work e.g. college, apprenticeships, university, training

**H16, H25, H26, H27**

Children will learn:

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

**Keeping safe****Keeping safe in different situations, including responding in emergencies, first aid and FGM****H38, H43, H44, H45**

Children will learn:

- to identify when situations are becoming risky, unsafe or an emergency
- to identify occasions where they can help take responsibility for their own safety
- to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services
- 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 of FGM

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|---|--|--|
| <ul style="list-style-type: none"><li>• ways to safely challenge discrimination</li><li>• how to report discrimination online</li></ul> |  |  |
|---|--|--|

Autumn Term	Spring Term	Summer Term
RELATIONSHIPS	LIVING IN THE WIDER WORLD	HEALTH AND WELLBEING
<p><b>Articles:</b> 3 (<i>best interests of the child</i>), 12 (<i>respect for children’s views</i>), 13 (<i>sharing thoughts freely</i>), 17 (<i>access to information</i>), 28 (<i>access to education</i>), 29 (<i>aims of education</i>), 30 (<i>minority, culture, language and religion</i>), 36 (<i>protection from exploitation</i>)</p>	<p><b>Articles:</b> 2 (<i>no discrimination</i>), 3 (<i>best interests of the child</i>), 6 (<i>life, survival and development</i>), 8 (<i>identity</i>), 14 (<i>freedom of thought and religion</i>), 16 (<i>protection of privacy</i>), 17 (<i>access to information</i>), 20 (<i>children without families</i>), 21 (<i>children who are adopted</i>), 22 (<i>refugee children</i>), 23 (<i>children with disabilities</i>), 26 (<i>social and economic help</i>), 36 (<i>protection from exploitation</i>)</p>	<p><b>Articles:</b> 3 (<i>best interests of the child</i>), 12 (<i>respect for children’s views</i>), 13 (<i>sharing thoughts freely</i>), 18 (<i>responsibility of parents</i>), 26 (<i>social and economic help</i>), 27 (<i>food, clothing, a safe home</i>), 28 (<i>access to education</i>), 33 (<i>protection from harmful drugs</i>)</p>
<p><b>Families and friendships</b></p> <p><b>Attraction to others; romantic relationships; civil partnership and marriage</b>  <b>R1, R2, R3, R4, R5, R7</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul> <p><b>Safe relationships</b></p> <p><b>Recognising and managing pressure; consent in different situations</b></p>	<p><b>Belonging to a community</b></p> <p><b>Valuing diversity; challenging discrimination and stereotypes</b>  <b>L8, L9, L10, R21</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what prejudice means</li> <li>to differentiate between prejudice and discrimination</li> <li>how to recognise acts of discrimination</li> <li>strategies to safely respond to and challenge discrimination</li> <li>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>how stereotypes are perpetuated and how to challenge this</li> </ul> <p><b>Media literacy and Digital resilience</b></p> <p><b>Evaluating media sources; sharing things online</b>  <b>H37, L11, L13, L15, L16</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <p><b>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</b>  <b>H13, H14, H15, H20, H21, H22, H23, H24</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that mental health is just as important as physical health and that both need looking after</li> <li>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>positive strategies for managing feelings</li> <li>that there are situations when someone may experience mixed or conflicting feelings</li> <li>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>the importance of asking for support from a trusted adult</li> <li>about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>that changes can mean people experience feelings of loss or grief</li> <li>about the process of grieving and how grief can be expressed</li> </ul>

**R26, R28, R29**

Children will learn:

- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to assess the risk of different online ‘challenges’ and ‘dares’
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- how to get advice and report concerns about personal safety, including online
- what consent means and how to seek and give/not give permission in different situations

**Respecting ourselves and others****Expressing opinions and respecting other points of view, including discussing topical issues****R30, R34**

Children will learn:

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

for use

- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people’s emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact

**Money and Work****Influences and attitudes to money; money and financial risks****L18, L22, L23, L24**

Children will learn:

- about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why it is important to be a critical consumer
- how having or not having money can impact on a person’s emotions, health and wellbeing
- about common risks associated with money, including debt, fraud and gambling
- how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- how to get help if they are concerned about gambling or other financial risks

- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

**Growing and changing****Human reproduction and birth; increasing independence; managing transitions****H24, H33, H35, H36**

Children will learn:

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone’s life

**Keeping safe**

**Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media**

**H37, H42, H46, H47, H48, H49, H5**

Children will learn:

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/ images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

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**PSHE Progression Links through Curriculum Themes**



# Humankind

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Healthy Lifestyle</b>	State what constitutes a healthy lifestyle. A healthy lifestyle includes eating a healthy, balanced diet with plenty of fresh fruit and vegetables, drinking water, doing plenty of exercise, keeping good hygiene and getting plenty of sleep.	Explain how to maintain a healthy lifestyle. To maintain a healthy lifestyle, it is important to consistently eat a healthy, balanced diet with plenty of fresh fruit and vegetables, do plenty of exercise, drink enough water, get plenty of sleep and keep good hygiene.	Recognise opportunities to make choices about food and understand what might influence these choices. Eating a balanced diet has many health benefits. Short-term benefits include maintaining a healthy weight and having more energy. Long-term benefits include living a longer life and reducing the risk of diseases (cancer, diabetes, cardiovascular disease and obesity)	Discuss the concept of a balanced lifestyle. A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences.	Explain how lifestyle choices can have a positive, neutral or negative impact on health. Lifestyle choices, such as what diet to eat, whether to take regular exercise, and what activities and pastimes to engage in, can have a positive, neutral or negative impact on health. There can be short or long-term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long-term problems include lung cancer and heart disease. Social Links	Investigate the role of voluntary, community and pressure groups, especially in relation to health and well-being. There are voluntary, community and pressure groups that campaign and provide information to improve the health and well-being of members of society. A voluntary group is run by volunteers (unpaid people who work for an organisation). A community group works to benefit people living in a particular area. A pressure group tries to affect public policy in relation to a particular cause. Cultural Links
<b>Setting Goals</b>	Identify strengths and set simple but challenging goals. Strengths are things we are good at, such as football, art or dancing. Goals are things we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show.	Recognise that people can reflect upon, and learn from, their experiences. Our experiences can teach us how to behave in the future. Spiritual Links Links to mutual respect and tolerance	Identify personal goals and define achievements. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.	Outline aspirations and ways to achieve them. Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.	Demonstrate how people can work collaboratively to achieve shared goals. People can work collaboratively by listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions. Social Links	Understand the importance of facing new challenges to achieve a goal or an aspiration. Facing new challenges is a positive choice and can help individuals achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity.
<b>Personal Hygiene</b>	Recognise the importance of personal hygiene and how to maintain it. Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks.	Demonstrate how some diseases are spread and can be controlled. Some diseases are caused by germs spreading from one person to another, such as colds and flu.  Germs can spread to other people via surfaces, such as door handles and table tops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet.	Recognise that following simple routines can reduce the spread of bacteria and viruses. Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly.	Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene. Personal hygiene involves keeping yourself clean and healthy. This can include showering or bathing regularly, using deodorant, brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in bad breath and unpleasant body odour.	Understand the increased importance of personal hygiene during puberty. Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty.	Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways. Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful (such as bacteria used in cheese-making) or harmful (such as the influenza virus, which can make us unwell).
<b>Staying Safe</b>	Identify that some aspects of life should be kept private. Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place they like to go. Everyone has the right to privacy, which should be respected by others. Social Links	Recall rules for keeping physically and emotionally safe. There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, road safety, cycle safety and safety in the environment (including rail, water and fire safety). Social Links	Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment. There are strategies people can use to keep themselves and others physically and emotionally safe. These strategies include dialling 999, blocking users who send unwanted messages online, using pedestrian crossings correctly and sharing worries with a trusted adult or organisation.	Explain the importance of protecting personal information when online. Personal information includes a person's full name, passwords, address, phone number and photograph. It is important not to share these online as it can make it easier for a hacker to steal someone's identity. Moral Links	Discuss the responsible use of mobile phones. Responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information, appropriate distribution of images and messages. Moral Links	Recognise and manage 'dares'. A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental well-being. Moral Links
<b>Well-being</b>	Recognise that people's bodies and feelings can be hurt by the	Identify which kinds of physical contact are acceptable and	Relate appropriately to a wide range of positive and negative	Identify which behaviours positively and negatively affect	Explain how the pressure to behave in unacceptable, unhealthy or risky	Recognise that people have a right to protect their body from inappropriate

	<b>Unacceptable Behaviour</b>	<p>activities, events and people encountered in everyday life. People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People's feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if they have been hurt, either physically or emotionally.</p> <p>Recognise different types of teasing and bullying and that both types of behaviour are unacceptable. Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying is hurting or frightening someone over a period of time and perhaps forcing them to do something they do not want to do. Teasing and bullying are unacceptable ways to behave as they upset other people.</p>	<p>comfortable or unacceptable and uncomfortable, and how to respond. Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult.</p> <p>Recall strategies that can be used to resist teasing or bullying and how to get help. Teasing and bullying are wrong. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult.</p>	<p>feelings in others. People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. For example, offering encouragement and advice can be a helpful response if someone is feeling worried. If someone is behaving aggressively because they feel frustrated, offering criticism in an angry tone of voice could cause an argument.</p> <p>Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome. People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people make good decisions.</p>	<p>their physical, mental and emotional health, including what kind of physical contact is acceptable. Some behaviours can affect a person's health in a negative way. These include eating an unbalanced diet, doing little or no exercise, suffering from stress and having poor personal hygiene. It is important to say no to any physical contact that feels uncomfortable or unsafe and talk to a trusted adult about it.</p> <p>Describe how teasing and bullying can lead to trust issues, low self-esteem and self-worth, and that these feelings may persist over long periods of time. The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self-esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended.</p>	<p>ways can come from a variety of sources. Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may lead to life choices that damage short and long-term physical, mental and emotional health.</p> <p>Moral Links</p> <p>Discuss bullying and abuse in all their forms and ways to ask for help. There are different types of bullying and abuse. These include verbal, prejudice-based, physical, sexual, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline.</p>	<p>and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes. Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline.</p> <p>Cultural/Moral Links</p> <p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Discrimination is treating someone unfairly on the grounds of their gender, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and 'trolling'. People who carry out these acts often have low self-esteem and self-worth. Victims can suffer long-term consequences, such as damage to their physical, mental and emotional health and reputation.</p>
<b>Nature</b>	<b>Rights of Others</b>	<p>Recognise that people and other living things have rights. Rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights.</p> <p>Individual Liberty</p>	<p>Identify that behaviour can have positive and negative consequences and that behaviour choices should aim to create positive consequences. Behaviour can affect other people in both positive and negative ways.</p> <p>Recognise that a person's behaviour can directly affect the rights of others. People's behaviour can affect the rights of others. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning.</p> <p>Rule of Law</p>	<p>Identify human rights and understand that they belong to everybody. Human rights are entitlements that are believed to belong to everybody. They include the right to have and express an opinion, to an education, to a private and family life, to vote and not to be mistreated or wrongly punished.</p>	<p>Discuss the consequences of breaching human rights. Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health.</p>	<p>Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances. Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. Qualified human rights can be interfered with by a government under special circumstances and when it is necessary in a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a riot.</p>	<p>Explain where human rights came from and that there are laws to protect human rights in the UK. Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British law.</p>
<b>Creativity</b>	<b>Vocabulary</b>	<p>Select vocabulary to describe feelings. Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings</p>	<p>Discuss good and not so good feelings and develop simple strategies for managing feelings. Having different feelings is a normal part of life and people react</p>	<p>Explain the term 'habit' and recognise why habits are hard to change. A habit is something helpful or harmful that a person does regularly. Habits can be</p>	<p>Describe the difference between the terms 'risk', 'danger' and 'hazard'. A risk is the possibility that something bad or unpleasant might happen. A danger is the</p>	<p>Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'. Interest is added to an amount of money that has been borrowed. A loan is money that has been</p>	<p>Recognise the difference between, and the terms associated with sex, gender identity and sexual orientation. The sex of a person is whether they are male or female based on their reproductive</p>

<b>Speaking, listening and sharing</b>	may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them	to their feelings in different ways. There are strategies for managing feelings, such as recognising anger as a feeling, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry.	difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine.	possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage.	borrowed and must be paid back. A debt is a sum of money that is owed to someone else. Tax is a direct payment to the government, usually taken out of a monthly salary. Democracy	system. Gender identity is a personal sense of gender, irrespective of the sex of the person. Sexual orientation refers to the gender to which a person is attracted. It includes being heterosexual (attracted to people of the opposite gender), homosexual (attracted to people of the same gender) or bisexual (attracted to people of both genders). Individual Liberty
	Listen to other people and play and work cooperatively. It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.	Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.	Extend their vocabulary to explain the range and intensity of their feelings to others. Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others.	Interpret other people's feelings and try to understand, respect and constructively challenge others' points of view. People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair and constructive way.	Choose appropriate strategies to resolve disputes and conflict. Disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome.	Explain the benefits of giving and receiving constructive feedback and support. Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement.

**Change**

<b>Life Changes</b>	Recognise that time moves forward, and changes happen over time. Change is a natural part of life. Changes include family changes, such as new babies arriving or moving house. People suffer losses, such as friends leaving, toys going missing and pets dying.	Describe the effects of loss and change. Loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family can help.	Discuss how life changes can positively or negatively affect mental, emotional and physical health. Life changes may be positive or negative and can affect mental, emotional and physical health in different ways. For example, moving house may cause feelings of anxiety and sleeplessness.	Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health. Separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and feelings of sadness or anger.	Outline how the death of a person can affect all aspects of life and create acute feelings of grief. It is normal that the death of a person, who is a close family member or friend, can affect all aspects of life. Grief is an emotion of great sadness. It can be long-lasting but can ease with time and support.	Analyse and develop strategies to manage feelings during transition to secondary school. Transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include finding out information about transition; visiting the school; building up self-esteem and resilience and talking to friends, family and teachers.
	<b>Physical Development</b>	Identify the stages people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time. People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents.	Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls. The human body is made up of many different parts. Some of these are the same in boys and girls: head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls.	Describe how growing up provides life experiences that can teach valuable lessons. Positive and negative experiences can help people learn and improve. For example, falling out with friends over the choice of game might teach someone to listen to others and take it in turns in future.	Recognise that growing up brings increasing independence and responsibility. Independence means the ability to live your life without being helped or influenced by other people. Responsibility means that something is your job or duty. Independence and responsibility include decision-making, resisting peer pressure, keeping focussed and keeping safe.	Describe the physical and emotional changes associated with puberty. The physical changes associated with puberty include growth, spots, facial and pubic hair growth and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions.

**Materials**

<b>Consumers</b>	Recognise that household products, including medicines, can be harmful if not used properly. Some everyday	Describe the role that money plays in people's lives, including how to keep it safe, choices about spending or saving money and what	Demonstrate the skills needed to succeed in enterprise education. Enterprise education is giving children the opportunity to practise	Examine the role money plays in the lives of children and adults today. People have access to different amounts of money	Explain how to manage money and the importance of being a critical consumer. Managing money involves budgeting so there is enough money	Identify which commonly available substances and drugs (alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.
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		products in our homes can be harmful if not used properly. These include medicines, cleaning products, such as bleach and washing powder, insecticides and pesticides. It is important not to touch these products and only use them under adult supervision when necessary. Moral Links	influences those choices. Money plays an important role in people's lives. People earn money by working and spend money on housing, food and entertainment. Most people have a bank account where their money is kept safe.	using the skills and qualities that are needed when running a business. These skills and qualities include creativity, decision-making, initiative, managing risk, problem-solving, positive attitude, independence, communication and cooperation.	depending on their age, employment and family circumstances. Money is important as it pays for housing, food, clothing and entertainment.	to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures the price is fair, reads reviews and questions claims made in advertising.	Some substances and drugs are restricted or illegal to possess and use (tobacco, alcohol and cannabis) because they cause short and long-term damage to people's physical, emotional and mental health. For example, in the short term, alcohol can make people feel drunk, fall over and lose their inhibitions. In the long term, it can cause liver disease, heart attacks and strokes.
<b>Significance</b>	<b>Relationships</b>	Identify ways that they can help the people who look after them to protect them more easily. Trusted adults look after children and keep them safe. To help them do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given.	Recognise that they share responsibility for keeping themselves and others safe. In different situations, it is important to know the appropriate response. For example, following road safety rules and listening to a trusted adult helps to keep people safe. Secrets do not need to be kept, even if they have promised.	Demonstrate how they can help the people who are responsible for them to keep them healthy and safe. Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour	Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support. A relationship can be unhealthy if it makes an individual feel anxious, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC and Childline.	Recognise ways to manage requests for personal images or images of others. Some images are not appropriate to request or share. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult.	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure. Pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away.
	<b>Significant People</b>	Identify special people, what makes them special and how they should be treated. Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special and have a special place in someone's life for many different reasons. Special people should be treated with love and respect.	Recognise that there are special people who work in the community, who are responsible for helping or protecting people and can be contacted if help is needed. Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112	Define different types of relationship. There are many types of relationship. An acquaintance is someone a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of their family. A relative is a person who is a member of someone's family. A family is a group of people who are related to each other, such as a mother, grandfather and child.	Demonstrate what constitutes a positive, healthy relationship. A positive, healthy relationship is one that is honest, fun, equal, supportive and caring. To promote a positive, healthy relationship, it is important to have a positive attitude, offer support, share interests and ideas and use humour.	Recognise that all people have personal boundaries and the right to privacy. Personal boundaries may relate to the physical, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries.	Identify what individuals are willing to share with people including friends, family, classmates and others. The amount and type of information shared can be different depending on the relationship individuals have with each other. Information that should not be shared includes personal details and inappropriate images. Everyone has the right to privacy.
<b>Comparison</b>	<b>Compare and Contrast</b>	Identify the difference between surprises and secrets and recognise that some secrets shouldn't be kept. A surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise, like falling over in the playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult.	Recognise what is fair and unfair, kind and unkind, right and wrong. Some things appear to be unfair, unkind or wrong. It is important to recognise these situations and know how to act in a compassionate way.	Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right to 'break a confidence' or 'share a secret'. Some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. For example, children should tell a trusted adult if they are being bullied.	Recognise that similarities and differences between people arise from several factors. Some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious belief, age, gender and disability.	Describe how our differences make us unique. Every person is unique, which means there is only one of them. This is because each individual has their own set of experiences, values, beliefs, culture, ethnicity and talents.	Recognise how a town or city is enriched by the diversity of the people that live there. Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills.
<b>Place</b>	<b>Diversity</b>	Recognise that each person is unique and that there never	Identify the similarities and differences between people. People	Identify the range of national, regional, religious and ethnic	Recognise that civil partnerships and marriages are examples of a	Recognise that forcing anyone to marry is a crime and that support is	Recognise there are some cultural practices that are against British law

	<p>has been and never will be another 'them'. Unique means being the only one existing of its type. Every person in the world is unique as there is only one of them. There are some things that many people have, such as two legs, two arms, two eyes, a nose and a mouth. There are also many differences between people, such as appearance, thoughts, feelings, family and friends. It is these things that make us unique. Mutual respect and tolerance</p>	<p>have many similarities and differences. These can include family background, school, appearance, community, religious beliefs and life experiences. All people should be treated with kindness, compassion and respect, regardless of differences between them.</p>	<p>identities in the United Kingdom. An identity is who a person is or their qualities. A national identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country, such as being from South Yorkshire in England or being from Kenya in Eastern Africa. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place).</p>	<p>public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people of the same sex that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony.</p>	<p>available to prevent forced marriage. No one should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines.</p>	<p>and universal human rights, such as female genital mutilation (FGM). Some cultural practices are not against British law, such as the food, clothing and language associated with a culture. Some cultural practices are against British law, such as female genital mutilation (FGM). There are support services available to anyone who may be at risk from some cultural practices, such as the FGM National Clinical Group.</p>
<p><b>Place in the World</b></p>	<p>Describe how they can contribute to the life of the class and school. Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules.</p>	<p>Recognise that they belong to different communities. Children will belong to several different communities, including class, school, family, sports teams and faith group.</p>	<p>Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities. A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, children have a responsibility to follow the school rules and a right to be treated fairly by teachers and other children.</p>	<p>Predict and assess risks in different situations and decide how to manage risk. Most activities have some element of risk. It is important to assess the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high-visibility jacket when cycling.</p>	<p>Recognise how and why rules and laws that protect them and others are made and enforced. Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. People can take part in democratic activities, such as voting in elections. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws.</p>	<p>Outline the universal human rights shared by all peoples and societies and recognise that children have special rights set out in the United Nations Convention on the Rights of the Child. There are 30 universal human rights and freedoms. There are also additional rights for children that have primacy over national law and family and community practices, such as the right to education and an adequate standard of living.</p>
<p><b>Diversity</b></p>				<p>Recognise that marriage is a commitment freely entered into by two people, where each person makes promises that are legally binding, and that people can have committed relationships without going through a legal marriage or civil partnership ceremony. Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony.</p>		
<p><b>Investigation</b></p>	<p><b>Issues, evidence and ideas</b></p> <p>Identify times when people are unkind and understand how to respond. People can be unkind sometimes. It is important not to be unkind in return. Try to keep calm and consider other people's points of view. Respond by discussing the</p>	<p>Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community. Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They</p>	<p>Demonstrate ways to resolve differences. There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>Discuss the interdependence of members of the school community. Interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness</p>	<p>Debate topical issues, problems and events that are of concern to them as individuals and to society. A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or</p>	<p>Recognise and challenge stereotypes. A stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes.</p>

<b>Media</b>	problems and seek help from a trusted adult if unable to solve them.	involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean.		and respect.	whether a school uniform should be worn.	
	Identify different types of media. Media is any way of getting news. It can include newspapers, the internet, magazines, television or radio.	Recognise that the media can influence personal views, feelings and behaviour. The media can influence how people feel and behave. For example, a news report about the effect of littering might encourage people to put litter in the bin or recycle.	Discuss how advertising can influence personal views, feelings and behaviour. Adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used in advertising to influence people.	Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves. Images in the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel about themselves and they may aspire to look that way in real life.	Critique how the media presents information. The media can inform the public about important issues but may present an unbalanced view. This can influence people's views, feelings and behaviour.	Explain how information contained in social media can misrepresent or mislead. Information presented on social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy.

<b>Processes</b>	<b>Environment</b>	Recognise how people can improve or harm their local, natural and built environments. The local environment can be improved by people looking after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling. Moral Links	Demonstrate the strategies and skills needed to care for their local, natural and built environments, including conserving energy. It is important to care for the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water.	Explain why people in different countries do not have access to the same resources, and how people with few resources are helped. There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. For example, Water Aid provides clean water to poor communities and the British Red Cross provides healthcare services to those in need.	Describe how interrupted access to resources can affect individuals or communities. Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness.	Recognise that resources can be allocated in different ways and that this can affect individuals and communities. There is an uneven allocation and distribution of resources across the world. Trade agreements can help with resource allocation but do not always benefit all countries.	Debate the advantages and disadvantages of globalisation. Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land.
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## **PSHE Impact**

The curriculum at Diamond Hall Junior Academy is well planned and thought through to enable a wide range of engagement, so to develop knowledge and skills which can be applied across the curriculum, both in the classroom and through out of class opportunities to enable children to develop themselves as learners and to encourage children to be as independent as possible. Pupil voice feedback, specific whole staff planning and moderation during staff meetings allows the staff to regularly review and assess the impact that Religious Education is having.

Regular monitoring and scrutiny by SLT and subject leaders provide evidence of how pupils are progressing and ensures that high expectations are maintained. In-school and cross-school moderations is quality assured.

We are working with NELT primary schools to develop, monitor and quality assure our curriculum quality and provision.

The impact of our curriculum is measured through a range of different strategies:

- Data which is produced from summative tests as well as on-going teacher assessments.
- Work scrutiny.
- Learning walks.
- Pupil voice.
- Lesson observations.

Monitoring is conducted by members of the senior leadership team and subject lead.





## PSHE Memorable Experiences

Year Group	Experience	Impact
1		
2		
3		
4		
5		
6		