



# Ridgmont Lower School

## PSHE Curriculum

### Intent:

When children leave Ridgmont Lower School, we hope they do so with the knowledge, understanding and emotions to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We aim to enable children to: -

- Develop a confidence in sharing their own thoughts and opinions with others;
- Develop skills and attributes to keep themselves healthy and safe;
- Develop an attitude of a responsible global citizen;
- Show tolerance of others' beliefs, religions and life choices;
- Build positive, respectful relationships with other people.

### Implementation:

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we deliver PSHE within a whole-school mindfulness approach allowing children to advance their emotional awareness, concentration and focus. Children have the opportunity to reflect on their learning and its implications for their lives. We make cross-curricular links where appropriate.

### Impact – Ridgmont Lower School will have citizens who:

- Demonstrate a healthy outlook towards school and their wider community, achieved through a mindful approach to PSHE
- Have enhanced academic performance and life chances and therefore increased employability and social mobility
- From exposure to a range of global issues and problems, build up tolerance and a sense of responsibility of being a global citizen
- Have empathy, understanding and awareness to make thoughtful and safe choices.


## DfE Statutory Guidance

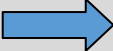
By the end of primary school, pupils should know:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<ul style="list-style-type: none"><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li></ul></li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking.</li></ul>
<b>Online relationships</b>	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>
<b>Being safe</b>	<ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>

PSHE in the Early Years Foundation Stage

Skills and knowledge are developed across EYFS to form the foundations of the national curriculum. The following is taken from Development Matters, age range three to four year olds and the Early Learning Goals in the Early Years statutory framework. PSHE in the Early Years falls into four of the seven areas of learning:			
<ul style="list-style-type: none"><li>❖ Communication and Language (C&amp;L)</li><li>❖ Personal, Social and Emotional Development (PSED)</li><li>❖ Physical Development (PD)</li><li>❖ Understanding the World (UtW)</li></ul>			
Three and four year olds	C&L	<ul style="list-style-type: none"><li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li></ul>	
	PSED	<ul style="list-style-type: none"><li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Show more confidence in new social situations.</li><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li><li>• Understand gradually how others might be feeling.</li><li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>• Make healthy choices about food, drink, activity and tooth brushing.</li></ul>	
	PD	<ul style="list-style-type: none"><li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li></ul>	
	UtW	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family’s history.</li><li>• Show interest in different occupations.</li><li>• Continue developing positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>	
Reception	C&L	<ul style="list-style-type: none"><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases</li></ul>	
	PSED	<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.<ul style="list-style-type: none"><li>- personal hygiene</li></ul></li><li>• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none"><li>- regular physical activity</li><li>- healthy eating</li><li>- tooth brushing</li><li>- sensible amounts of ‘screen time’</li><li>- having a good sleep routine</li><li>- being a safe pedestrian</li></ul></li></ul>	
	PD	<ul style="list-style-type: none"><li>• Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none"><li>- lining up and queuing</li><li>- mealtimes</li></ul></li></ul>	
	UtW	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>	
Early Learning Goals	C&L	Listening, Attention and Understanding	<ul style="list-style-type: none"><li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li></ul>
		Speaking	<ul style="list-style-type: none"><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>
	PSED	Self-Regulation	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li></ul>
		Managing Self	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
		Building Relationships	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and others’ needs.</li></ul>
	PD	Gross Motor Skills	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li></ul>
UtW	Past and Present	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li></ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	Think Positive	One World	Growing Up	Be Yourself	Diverse Britain	Digital Wellbeing
YEAR 1	<p>Identify and discuss feelings and emotions, using simple terms.</p> <p>Describe things that make them feel happy and unhappy.</p> <p>Understand that they have a choice about how to react to things that happen</p> <p>Talk about personal achievements and goals.</p> <p>Describe difficult feelings and what might cause these feelings.</p> <p>Discuss things for which they are thankful.</p> <p>Focus on an activity, remaining calm and still.</p>	<p>Talk about special people in their life and say why they are special.</p> <p>Talk about different homes around the world and identify how they are the same as and different from their own.</p> <p>Describe what their school is like.</p> <p>Explain what an environment is.</p> <p>Explain what natural resources are and identify how people use them.</p> <p>Say what they love about the world in which they live and describe how they would feel if these things disappeared.</p>	<p>Talk about their own likes and dislikes.</p> <p>Understand that different people like different things.</p> <p>Understand that girls and boys can like different things, or the same things.</p> <p>Describe how they have changed since they were a baby.</p> <p>Understand that peoples’ needs change as they grow older.</p> <p>Talk about things they would like to do when they are older.</p> <p>Discuss some changes that people might go through in life.</p> <p>Talk about their family and ask others questions about their family.</p>	<p>Consider the best thing to do in a given scenario.</p> <p>Explain what ‘unique’ means and consider what makes them unique.</p> <p>Show respect for others’ likes and dislikes.</p> <p>Show an understanding of the need to get to know a person before making assumptions about them.</p> <p>Describe physical changes humans go through as they grow up.</p> <p>Show an understanding of how our responsibilities change as we grow.</p> <p>Discuss how certain changes in people’s lives can make them feel.</p>	<p>Identify groups and communities that they belong to.</p> <p>Explain how to be a good neighbour.</p> <p>Pick out things that harm and things that help a neighbourhood.</p> <p>Describe what it is like to live in Britain.</p> <p>Identify similarities and differences between British people.</p> <p>Talk about what makes them feel proud of being British.</p>	<p>Identify ways we use the Internet.</p> <p>Talk about different activities they like to do both online and offline.</p> <p>Discuss some of the risks that are present when we go online.</p> <p>Explain how to get help if anything online frightens them.</p> <p>Give examples of personal information and understand that we keep it private.</p> <p>Talk about ways people communicate online and explain what to do if something they see worries them.</p> <p>Understand that not everything we see on the Internet is true.</p>
YEAR 2	<p>Recognise and describe positive thoughts and negative thoughts.</p> <p>Think about and discuss the consequences of decisions they make and their actions.</p> <p>Set goals for themselves and think about how they might achieve them.</p> <p>Recognise triggers for certain emotions.</p> <p>Describe ways to show or give thanks for what we have.</p> <p>Describe what being mindful is.</p>	<p>To describe how family life in different countries can be the same as and different from their own.</p> <p>To think about what children might do in homes around the world.</p> <p>To describe what it is like to go to school in different countries and identify similarities to and differences from theirs</p> <p>To think about how the environment affects people’s daily life.</p> <p>To discuss the environmental problems of the overuse and misuse of natural resources.</p> <p>To discuss the environmental problems of the overuse and misuse of natural resources.</p>	<p>Consider the best thing to do in a given scenario.</p> <p>Explain what ‘unique’ means and consider what makes them unique.</p> <p>Show respect for others’ likes and dislikes.</p> <p>Show an understanding of the need to get to know a person before making assumptions about them.</p> <p>Describe physical changes humans go through as they grow up.</p> <p>Show an understanding of how our responsibilities change as we grow.</p> <p>Discuss how certain changes in people’s lives can make them feel.</p>	<p>Consider the best thing to do in a given scenario.</p> <p>Explain what ‘unique’ means and consider what makes them unique.</p> <p>Show respect for others’ likes and dislikes.</p> <p>Show an understanding of the need to get to know a person before making assumptions about them.</p> <p>Describe physical changes humans go through as they grow up.</p> <p>Show an understanding of how our responsibilities change as we grow.</p> <p>Discuss how certain changes in people’s lives can make them feel.</p>	<p>Talk about the benefits of helping a community.</p> <p>Describe how other people are affected by choices they make.</p> <p>Give more detailed reasons why it is important to help their neighbourhood.</p> <p>Describe how they can make all people feel happy and welcome.</p> <p>Begin to understand the idea of respect.</p> <p>Identify that people have different opinions.</p>	<p>Talk about what we use the Internet for and how it helps.</p> <p>Discuss some effects of too much screen time.</p> <p>Tell other people about Internet-safety rules.</p> <p>Explain how to keep personal information private online.</p> <p>Understand that people may behave differently online and explain what to do if something worries them.</p> <p>Discuss examples of false information they may see online.</p>
Vocabulary	<p>Positive</p> <p>Happy</p> <p>Challenge</p> <p>Emotions</p> <p>Thoughts</p> <p>Choices</p> <p>Consequences</p> <p>Decisions</p> <p>Persevere</p> <p>Resilience</p> <p>Achieve</p> <p>Mindset</p> <p>Thankful</p> <p>Mindful</p>	<p>Trust</p> <p>Safe</p> <p>Family</p> <p>Similar</p> <p>Different</p> <p>Special people</p> <p>Home</p> <p>Environment</p> <p>Natural resources</p> <p>Protect</p> <p>Choice</p> <p>Harm</p> <p>Respect</p> <p>Care</p>	<p>Genitals</p> <p>Private parts</p> <p>Similar</p> <p>Different</p> <p>Vulva</p> <p>Penis</p> <p>Vagina</p> <p>Testicles</p> <p>Respect</p> <p>Consent</p> <p>Trusted adult</p> <p>Rules</p> <p>Stereotype</p> <p>Unique</p> <p>Change</p>	<p>Skills</p> <p>Qualities</p> <p>Feelings</p> <p>Happiness</p> <p>Calm</p> <p>Secure</p> <p>Talents</p> <p>Confidence</p> <p>Emotions</p> <p>Body language</p> <p>Worried</p> <p>Safe</p> <p>Enjoy</p> <p>Facial expressions</p> <p>Angry</p> <p>Sad</p> <p>Gifts</p> <p>Likes</p> <p>Interests</p> <p>Emotional wellbeing</p> <p>Excited</p> <p>Happy</p> <p>Mental health</p> <p>Nervous</p> <p>Like</p> <p>Content</p> <p>Loved</p> <p>Unhappy</p> <p>Share</p> <p>Cross</p> <p>Speak</p> <p>Precious</p> <p>Change</p> <p>Disagree</p> <p>Voice</p> <p>Strategies</p> <p>Discussion</p> <p>Loss</p> <p>Help</p> <p>Talk</p> <p>Uncomfortable</p> <p>Memories</p> <p>Opinions</p> <p>Thoughts</p> <p>Kind</p>	<p>Community</p> <p>Belonging</p> <p>Respect</p> <p>Listen</p> <p>Behaviour</p> <p>Choice</p> <p>Consequence</p> <p>Neighbours</p> <p>Neighbourhood</p> <p>Responsibilities</p> <p>Environment</p> <p>Multicultural</p> <p>Diverse</p> <p>Culture</p>	<p>Internet</p> <p>Device</p> <p>Television</p> <p>Laptop</p> <p>Tablet</p> <p>Computer</p> <p>Smartwatch</p> <p>Smartphone</p> <p>Account</p> <p>Communicate</p> <p>Online</p> <p>Offline</p> <p>Personal information</p> <p>App</p> <p>Website</p>
Cross Curricular Links	<p>❖ RE</p>	<p>❖ Science</p> <p>❖ British Values</p>	<p>❖ British Values</p> <p>❖ Science</p> <p>❖ DT</p>	<p>❖ British Values</p>	<p>❖ British Values</p> <p>❖ RE</p>	<p>❖ Computing</p>
Building on from... 	<ul style="list-style-type: none"><li>· Know about me</li><li>· Know what makes me special</li><li>· Know someone who can help me</li><li>· Know when I am happy or sad</li><li>· Know how I am the same or different to my friends</li><li>· Know how my family is the same or different</li><li>· Know how my home is the same or different</li><li>· Know how to be kind and care for someone/ thing</li><li>· Know not to give up · know that exercise is good for me</li><li>· Know that food can be good or bad for me</li><li>· Know that sleep is good for my energy and health</li><li>· Know how to keep myself safe outside</li><li>· Know what I can put on/in my body</li><li>· Know who can help me if I’m ill</li><li>· Know how to look after my class and people I know</li><li>· Know that I will get bigger</li><li>· Know that boys and girls are different</li><li>· Know some stages of life</li></ul>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	Safety First	TEAM Together Everyone Achieves More	Aiming High	It's My Body	VIPs	Money Matter
YEAR 1	Identify some everyday dangers.  Understand some basic rules that help keep people safe.  Know what to do if they feel in danger.  Identify some dangers in the home.  Identify some dangers outside.  Identify which information they should never share on the Internet.  Know that their private body parts are private.  Recall the number to call in an emergency.  List some people who can help them stay safe.	Talk about the different teams they belong to.  Describe how we can listen to others.  List some ways we can show kindness to others.  Discuss examples of friendly joking, teasing and bullying behaviours.  Identify helpful and not-so-helpful thoughts.  Talk about different choices we can make within our team.	Discuss their star qualities.  Identify what a positive learning attitude is.  Talk about jobs they can do when they grow up.  Discuss what skills and interests are needed for different jobs.  Talk about hopes they have for the future.  Discuss what they are looking forward to about next year.	Explain how much sleep they need.  Discuss why exercise is good for them.  Understand they can choose what happens to their bodies.  List healthy snacks.  Know to ask a trusted adult if uncertain about whether something is safe to eat or drink.  Demonstrate hygienic ways to look after their bodies.	Explain who the special people in their lives are.  Talk about the importance of families.  Describe what makes someone a good friend.  Know how to resolve an argument in a positive way.  Know the skills involved in successful cooperation.  Identify a way to show others that they care.	Discuss things they can buy in the shops.  Talk about different sources that money can come from.  Identify things they want.  Identify things they need.  Talk about ways we can keep track of what we spend.  Discuss ways they can keep money safe.  Discuss some methods of payment.
YEAR 2	Identify ways to stay safe in the home.  Identify a range of dangers outside.  Explain the basics of the Green Cross Code.  Explain why we shouldn't take anyone else's medicine.  Explain what to do if they feel unsafe online.  Explain the difference between safe secrets, unsafe secrets and surprises.  Identify their personal 'trusted adults'.	Name the teams they are part of and talk about how it feels to be part of these teams.  Explain why listening to each other is important.  Explain the importance and benefits of showing kindness.  Talk about what we can do if we are being bullied or see this happening to others.  Identify helpful thoughts that we can use to create a positive mindset.  Explain the effect our choices can have.	Identify star qualities in others.  Give examples of positive learning attitude statements.  Identify attributes they have that would suit them to a desired job.  Challenge stereotypes.  Discuss their ambitions.  Identify ways next year will be different and explain why they think this.	Describe their daily bedtime routine.  Explain what happens if you do not exercise regularly.  Explain that other people have rights for their own body.  List some foods that are good to have once a week.  Identify hazard signs that mean something is dangerous.  Explain what germs are and why people need to keep clean.	Identify who the special people in their lives are and explain why they are important to them.  Explain why having a family network is important.  Know what makes someone a good friend and demonstrate these qualities.  Put positive resolution techniques into practice.  Cooperate with others to complete a task.  Identify several ways to show others that they care and understand the importance of doing this.	Explain ways we can save money.  Identify why it is important to keep money safe.  Explain why it is important to keep our belongings safe.  Discuss ways we can keep track of money we spend.
Vocabulary	Danger Unsafe Safe Hurt Rules Trusted adults Hazard Green Cross Code Stranger Risk Internet Personal information	Team Achieve Mindset Compliment Kindness Empathy Belonging Listen Conflict Respect Considerate Polite Bullying Teasing	Aspire Self-esteem Qualities Strength Attributes Value Skill Goal Qualifications Challenge Stereotype Resilience Confidence Achieve Responsibilities Ambitions	Consent Choice Exercise Permission Hygiene Risk Safe Unsafe Danger Comfortable Uncomfortable Trusted adult Rules Consequence	VIPs Special people Care Kind Help Trust Love Safe Similarities Differences Cooperate Friends	Money Coins Banknotes Debit card Contactless payment Online payment Wages Salary Bank account Receipt Want Need
Cross Curricular Links	❖ DT ❖ British Values ❖ Computing	❖ RE ❖ History	❖ British Values	❖ Science ❖ DT	❖ PE	
What comes next..? 	<ul style="list-style-type: none"><li>· I can usually accept the views of others and understand that we don't always agree with each other.</li><li>· I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</li><li>· I can give examples of different community groups and what is good about having different groups.</li><li>· I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li><li>· I can say what I could do to make a situation less risky or not risky at all.</li><li>· I can say why medicines can be helpful or harmful.</li><li>· I can tell you things about keeping my personal details safe online.</li><li>· I can explain why information I see online might not always be true.</li><li>· I can say some ways of checking whether something is a fact or just an opinion.</li><li>· I can say how I can help the people who help me, and how I can do this. I can give an example of this.</li><li>· I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</li><li>· I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</li><li>· I can name a few things that make a positive relationship and some things that make a negative relationship.</li><li>· I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable</li></ul>					




LKS2

FIRST YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	Think Positive	One World	Growing Up	Be Yourself	Diverse Britain	Digital Wellbeing
YEAR 3	<p>Understand that it is important to look after our mental health.</p> <p>Recognise and describe a range of comfortable and uncomfortable emotions.</p> <p>Discuss changes people may experience in their lives and how they might make them feel.</p> <p>Talk about things that make them happy and help them to stay calm.</p> <p>Identify uncomfortable emotions and what can cause them</p> <p>Discuss the characteristics of a good learner.</p>	<p>Describe similarities and differences between people's lives.</p> <p>Identify opinions that are different from their own.</p> <p>Express their own opinions.</p> <p>Recognise that their actions impact on people in different countries.</p> <p>Know what climate change is.</p> <p>Know there are organisations working to help people in challenging situations in other communities.</p>	<p>Name the main male and female body parts needed for reproduction.</p> <p>Describe some of the changes boys go through during puberty.</p> <p>Describe some of the changes girls go through during puberty.</p> <p>Describe some feelings young people might experience as they grow up.</p> <p>Talk about their own family and the relationships within it.</p> <p>Understand that there are many different types of family.</p> <p>Identify similarities and differences in different loving relationships.</p> <p>Explain in simple terms how babies are made and how they are born.</p> <p>Identify someone they could talk to about their changing body should they need to.</p>	<p>List some of their achievements and say why they are proud of them.</p> <p>Identify facial expressions associated with different feelings.</p> <p>Describe some strategies that they could use to help them cope with uncomfortable feelings.</p> <p>Suggest assertive solutions to scenarios.</p> <p>Explain that the messages they receive from the media about how they should look, think and behave are not always realistic.</p> <p>Suggest ways to make things right after a mistake has been made.</p> <p>Explain that mistakes help them to learn and grow.</p>	<p>Describe what it is like to live in Britain.</p> <p>Talk about what democracy is.</p> <p>Talk about what rules and laws are.</p> <p>Talk about what liberty means.</p> <p>Describe a diverse society.</p> <p>Describe what being British means to them.</p>	<p>Identify some positives and negatives of the Internet.</p> <p>Explain what to do if they experience or see bullying online.</p> <p>Explain ways to communicate safely online and identify ways to get support if they do not feel safe.</p> <p>Assess the reliability of online information.</p> <p>Explain what personal information includes.</p> <p>Know why we shouldn't share passwords and private information.</p> <p>Explain why we have rules and restrictions around the technology we use.</p>
YEAR 4	<p>Understand that having a positive attitude is good for our mental health.</p> <p>Understand the causes of negative thoughts.</p> <p>Identify ways to cope with negative thoughts.</p> <p>Understand the impact certain changes can have on people and how it can affect them emotionally.</p> <p>Identify some mindfulness techniques and discuss which they like to use.</p> <p>Identify strategies to cope with uncomfortable emotions.</p>	<p>Give reasons for similarities and differences between people's lives.</p> <p>Detail if they feel something is fair or not.</p> <p>Give reasons for their own opinions.</p> <p>Recognise how their actions impact on people in different countries.</p> <p>Discuss climate change in terms of what it is and its effects.</p> <p>Explain how organisations help people in need.</p>	<p>Explain what the male and female reproductive body parts are for.</p> <p>Discuss ways in which people can deal with or overcome emotions experienced during puberty.</p> <p>Show respect for the differences between different families.</p> <p>Describe the different types of relationship that exist, without prejudice.</p> <p>Show an awareness of myths surrounding pregnancy and birth.</p> <p>Describe the conception and birth of a baby, using some scientific vocabulary.</p>	<p>Identify their own strengths.</p> <p>Explain that how they are feeling on the inside can affect their facial expressions and body language.</p> <p>Identify and begin to implement strategies to help them cope with uncomfortable feelings.</p> <p>Begin to demonstrate appropriately assertive behaviour.</p> <p>Analyse messages given by the media about how they should look, think and behave.</p> <p>Demonstrate how they are going to make things right after mistakes have been made.</p> <p>Explain what they have learnt and how they have grown from mistakes they have made.</p>	<p>•Describe the benefits of living in a diverse and multicultural society.</p> <p>Understand why democracy is important.</p> <p>Identify how rules and laws help them.</p> <p>Identify the rights of the British people.</p> <p>Describe what being British means to others.</p>	<p>Recognise why it is important to balance time online and offline for wellbeing.</p> <p>Empathise with a cyberbullying victim.</p> <p>Respond appropriately to different online scenarios.</p> <p>Recognise the role they play in sharing information responsibly online.</p> <p>Understand the consequences of sharing certain information, images and videos online.</p> <p>Explain the potential negative impact from sharing things online.</p>
Vocabulary	Positive attitude Mental health Change Mindset Mindfulness Strategies Emotions Response Challenge Resilience Flexible	Similarities Differences Rural Urban Stereotype United nations (UN) Discrimination Empathy Compassion Diversity Resources Fair Trade Responsibility Climate change Charity	Reproduction Foetus Puberty Genitals Hormones Testosterone Oestrogen Feelings Emotions Lesbian Gay Bisexual Asexual Transgender Egg Sperm	Proud Achievements Actions Strengths Facial expressions Body language Feelings Emotions Uncomfortable Strategies Assertive	Multicultural Society Diverse Culture Identity Tradition Right Responsibility Democracy Equality Government Rules Liberty Respect Discrimination Stereotype	Internet Online Social media Personal information Communication Respect Offline Behaviour Website Apps Bullying Cyberbullying Trolling Harassment Device Reliability Rules Cookies
Cross Curricular Links		❖ History ❖ British Values ❖ Geography ❖ RE	❖ British Values ❖ Science ❖ Art	❖ Computing	❖ RE ❖ British Values ❖ History	❖ Computing

LKS2

SECOND YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	Safety First	TEAM (Together Everyone Achieves More)	Aiming High	It's My Body	VIPs	Money Matters
YEAR 3	<p>Identify and discuss some school rules for staying safe and healthy.</p> <p>List some of the dangers we face when we are using roads, water or railways.</p> <p>Describe drugs, cigarettes and alcohol in basic terms.</p> <p>Identify some common injuries and know they can be treated with first aid.</p> <p>Recognise hazards and dangers in an emergency situation.</p> <p>State 999 as the number to call to seek help in an emergency.</p>	<p>Talk about changes people may go through and what feelings or emotions these changes may bring.</p> <p>List some helpful behaviours that support teamwork.</p> <p>Understand how different behaviours affect the whole team.</p> <p>Talk about different emotions our teammates may experience.</p> <p>Discuss ways we can resolve disputes within a team.</p> <p>Talk about how fulfilling our responsibilities benefits our team.</p>	<p>Discuss their personal achievements and skills.</p> <p>Identify what a positive learning attitude is.</p> <p>Talk about a range of jobs that people do.</p> <p>Discuss what skills and interests are needed for different jobs.</p> <p>Talk about jobs they might like to do in the future.</p> <p>Discuss what skills they might need to do certain jobs.</p>	<p>Understand the importance of sleep, exercise and healthy eating.</p> <p>Discuss what happens to muscles when we exercise them.</p> <p>Understand they can choose what happens to their body and know when a ‘secret’ should be shared.</p> <p>Explain that too much sugar is bad for health.</p> <p>Know the difference between medicine and harmful drugs and chemicals.</p> <p>Explain how germs travel and spread disease.</p> <p>Identify ways to protect their bodies from ill health.</p>	<p>Talk about ways we can show respect to our VIPs both online and offline.</p> <p>Talk about different ways to make new friends.</p> <p>Talk about ways we can tell whether a relationship is healthy or unhealthy.</p> <p>Describe positive resolutions we can use to solve a dispute in a friendship.</p> <p>List different forms of bullying and suggest the effects of these.</p> <p>Identify people and organisations who can offer support if we or someone we know is being bullied.</p>	<p>Discuss where money comes from.</p> <p>Talk about reasons people go to work.</p> <p>Discuss payment resources we can use to spend money.</p> <p>Consider why and how people might borrow money.</p> <p>Discuss the choices we have about how to spend our money.</p> <p>Explain ways we can keep track of what we spend.</p>
YEAR 4	<p>Appreciate what being responsible means and name some of their responsibilities.</p> <p>Give examples of a range of risky or dangerous situations.</p> <p>Appreciate that doing something risky may lead to danger.</p> <p>Describe where pressure to do things can come from; identify people who can help us in an emergency.</p> <p>Identify safety precautions that can be taken when using roads, water or railways.</p> <p>Explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</p> <p>Explain some of the ways to treat common injuries.</p> <p>Explain how to keep themselves and others safe in an emergency situation.</p> <p>Identify what information will need to be shared with an emergency services operator.</p>	<p>Discuss how changes can make people feel comfortable or uncomfortable emotions.</p> <p>Explain how helpful behaviours support a team to work well together.</p> <p>Reflect on how their contributions can benefit the team.</p> <p>Discuss ways we can tell what emotions our teammates are experiencing.</p> <p>Talk about how children involved in a dispute may feel.</p> <p>Explain how showing kindness and doing our best can benefit our team.</p>	<p>Identify skills and attributes that are useful in many roles.</p> <p>Identify elements of a growth mindset.</p> <p>Identify and challenge stereotypes.</p> <p>Discuss goals they could set to work towards their ambitions.</p> <p>Discuss challenges many people face and how some people overcome these.</p>	<p>List some of the effects of sleep deprivation.</p> <p>Explain the effect of exercise on the heart.</p> <p>Know how to get help for themselves or another in the case of serious problems.</p> <p>Explain why eating a balanced diet is important.</p> <p>Know how to check medicine instructions.</p> <p>Know how to inhibit the spread of germs.</p> <p>Explain the importance of vaccinations and immunisations.</p>	<p>Talk about the importance of showing respect to people we care about.</p> <p>Discuss the positive qualities of healthy friendship and how these make us feel.</p> <p>Explain the choices we have in our relationships and understand that we are in control of our own actions.</p> <p>Describe which positive resolution might be most suited for each dispute.</p> <p>Talk about how bullying can affect people, including the bully.</p> <p>Talk about prejudice and discrimination and how these can lead to forms of bullying.</p>	<p>Discuss some consequences financial decisions can have on our emotional wellbeing</p> <p>Talk about the importance of prioritising our spending.</p> <p>Discuss advertisements that try to influence what we buy.</p> <p>Explain why it is important to keep track of what we spend.</p> <p>Discuss what is meant by ethical spending.</p>
Vocabulary	Alcohol Choice Cigarette Danger Dare Drugs e-cigarette Emergency First aid Hazard Medicine Peer pressure Responsibility Risk Safety Wellbeing	Change Resilient Positive Opportunities Mindset Teamwork Behaviour Facial expressions Body language Response Considerate Dispute Resolve Conflict Compromise Responsibility	Achievement Behaviour Resilience Actions Growth mind Fixed mindset Qualifications Experience Responsibilities Curriculum vitae (CV) Ambitions Stereotype Opportunities Self-worth	Choice Consent Touch Uncomfortable Sleep deprivation Bedtime routine Sleep hygiene Germs Drugs Medication Addiction	Respect Kindness Considerate Friendships Differences Alternatives Options Choices Negotiation Compromise Support network Bullying Discrimination Prejudice Equality Equity	Money Employment Wages Bank account Debit card Credit card Contactless payment Online payment Interest Ethical spending Environment Priority
Cross Curricular Links	❖ Science	❖ British Values	❖ Geography	❖ Science ❖ DT	❖ Computing ❖ British Values	❖ Geography ❖ RE
What comes next..? 	Please refer to your child’s chosen middle school for a detailed breakdown of how the statutory aspects of UKS2 PSHE will be covered.					