



## Ranvilles Junior School - PSHE Curriculum

Pupils should have the opportunity to learn...

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p><b>Settling In / Responsibilities</b></p> <ul style="list-style-type: none"> <li>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high expectations and goals</li> <li>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> </ul> <p><b>In Someone Else's Shoes</b></p> <ul style="list-style-type: none"> <li>To work collaboratively towards shared goals. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>To think about the lives of people living in other places, and people with different values and customs.</li> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being</li> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> </ul>	<p><b>Relationships and Feelings</b></p> <ul style="list-style-type: none"> <li>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>About change, including transitions (in school), loss, separation, divorce and bereavement</li> <li>To recognise and respond appropriately to a wider range of feelings in others</li> </ul>
<b>Year 4</b>	<p><b>Risks and Pressures</b></p> <ul style="list-style-type: none"> <li>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>To manage and recognise 'dares'</li> </ul>	<p><b>Healthy Living – Food</b></p> <ul style="list-style-type: none"> <li>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>That bacteria and viruses can affect health and that following simple routines can</li> </ul>	<p><b>Keeping Safe Outside School</b></p> <ul style="list-style-type: none"> <li>To differentiate between the terms '<i>risk</i>', '<i>danger</i>' and '<i>hazard</i>'</li> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible</li> </ul>

	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• To explore controversial concepts / differences which initiate potential bullying</li> <li>• To deepen their understanding of good or not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> <li>• Strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones)</li> <li>• To discuss the individual who is behind the screen – do we really know who they are?</li> </ul>	<p>reduce their spread</p> <ul style="list-style-type: none"> <li>• What positively and negatively affects their physical , mental and emotional healthy (including the media)</li> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• To explore and critique how the media present information and how we can choose to respond to it</li> </ul>	<p>road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <ul style="list-style-type: none"> <li>• Strategies for keeping physically and emotionally safe including road safety and safety in the environment (rail, water, fire)</li> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> </ul> <p><b>Bike-ability</b></p> <ul style="list-style-type: none"> <li>• Strategies for keeping physically and emotionally safe including road safety – Level 1</li> </ul>
<p><b>Year 5</b></p>	<p><b>Healthy Living – Smoking, Drugs and Alcohol</b></p> <ul style="list-style-type: none"> <li>• To make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</li> <li>• What is meant by the term 'habit' and why habits can be hard to change.</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and</li> </ul>	<p><b>Rights, Responsibilities and the Law</b></p> <ul style="list-style-type: none"> <li>• Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> </ul>	<p><b>It's My Body</b></p> <ul style="list-style-type: none"> <li>• About how the body changes as they approach puberty – both from male and female perspective</li> <li>• To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> <li>• To understand the process of human reproduction and the changes in</li> </ul>

	<p>future health and safety, that some are legal, some are restricted and some are illegal to own use and supply to others.</p> <ul style="list-style-type: none"> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> </ul>		<p>relationships and feelings that go with it</p> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ul> <p><b>Bike-ability</b></p> <ul style="list-style-type: none"> <li>• Strategies for keeping physically and emotionally safe including road safety – Level 2</li> </ul>
<b>Year 6</b>	<p><b>Managing Conflict</b></p> <ul style="list-style-type: none"> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> </ul>	<p><b>Discrimination</b></p> <ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> <li>• To recognise and challenge stereotypes</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> </ul>	<p><b>Sex and Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>• About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>• To know that there are some cultural practises which are against British law and universal human rights, such as female genital mutilation.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>• To recognise what constitutes a positive,</li> </ul>

			<p>healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <ul style="list-style-type: none"><li>• To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</li><li>• That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li><li>• To be aware that marriage is a commitment freely entered into by both people; that no one should enter into a marriage if they don't absolutely want to do so.</li></ul> <p><b>Economics</b></p> <ul style="list-style-type: none"><li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li><li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li><li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li><li>• About enterprise and the skills that make someone 'enterprising'.</li></ul> <p><b>Managing Change</b></p> <ul style="list-style-type: none"><li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high expectations and goals.</li></ul>
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			<ul style="list-style-type: none"><li>• To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li><li>• About change, including transitions (between key stages and schools)</li><li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li></ul>
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**All complete online safety as part of ICT:**

Strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones) (focus in year 4 but regularly covered throughout the school)

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others