



Ranvilles Junior School - PSHE Curriculum



At Ranvilles Junior School, our PSHE curriculum has core themes which run throughout the school where learning is built upon year on year. 6 main themes run through the school: Relationship Education, Health Education, Mental Well-being with the inclusion of bullying, Living in the Wider World, Living in the Virtual World and Transition. There is an addition of Sex and Relationships Education in years 5 and 6, complementing and enhancing the science curriculum as well as bikeability in year 6. PSHE is taught discretely and woven into our curriculum where appropriate in order to ensure children are fully equipped with the knowledge, understanding and skills to keep safe in our world today.

Running through all the curriculum are the following two objectives where pupils should have the opportunity to learn:

- What positively and negatively affects their physical, mental and emotional health
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

In addition to our PSHE curriculum, assemblies focus on the Green Star and core themes outlined in this curriculum. Incorporated within the Computing curriculum, there is an additional focus on e-safety.

Below is the outlined curriculum for PSHE through the core themes.

Core Theme 1 – Relationship Education

Pupils should have the opportunity to learn...

Year 3	Friendship <ul style="list-style-type: none">• That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view• To be aware of different types of relationships – with a focus on friendship and to develop the skills to be effective in these relationships• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed
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	<ul style="list-style-type: none"> 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 others' points of view
Year 4	<p>Families and People who care for me</p> <ul style="list-style-type: none"> That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view To be aware of different types of relationships – with a focus on families and to develop the skills to be effective in these relationships That families are important for children growing up because they can give love, security and stability 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 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 for them That stable caring relationships, which may be of different types are at the heart of happy families, and are important for children's security as they grow up That marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family and relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit other as well as themselves About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
Year 5	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Revisit friendship and families with focus on the characteristics of a positive relationship and how to solve conflict 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 What sort of boundaries are appropriate in friendships with peers and others The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness 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 The importance of permission-seeking and giving in relationships with friends, peers and adults How to respond safely and appropriately to adults they may encounter who they do not know How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse Where to get advice from e.g. family, school and/or other sources To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit other as well as themselves
Year 6	<p>Online Relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not 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

	<ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online • What sort of boundaries are appropriate in friendships with peers and others in a digital context • 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 • How to respond safely and appropriately to adults they may encounter that they do not know (online) • How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse • Where to get advice from e.g. family, school and/or other sources
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Core Theme 2 – Health Education

Pupils should have the opportunity to learn...

Year 3	Healthy Bodies – Exercise, Health and Prevention <ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this • The risks associated with an inactive lifestyle • That bacteria and viruses can affect health and that following simple routines can reduce their spread (handwashing etc) • About immunisations 	First Aid <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help • Know how to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, asthma, minor bleeding, choking, first aid kits, CPR and how to cope in an emergency
Year 4	Healthy Bodies – Teeth and Diet <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity) • About dental health and the benefits of good oral hygiene, including visits to the dentist 	
Year 5	Risks and Pressures – Smoking, Drugs and Alcohol <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know 	First Aid <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help • Revision of how to make a clear and efficient call to emergency services if necessary

	<p>and the media</p> <ul style="list-style-type: none"> To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or anxious or that they think is wrong 	<ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries, CPR. Bleeding, bone, muscle and joint injuries, burns, chest pain, electric shock, allergic reactions and seizures
Year 6	<p>Healthy Lifestyles for now and the future</p> <ul style="list-style-type: none"> Revision of healthy eating and exercise from year 4 How to recognise early signs of physical illness, such as weight loss or unexpected changes to the body The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn 	

Core Theme 3 – Mental Well-Being

Pupils should have the opportunity to learn...

Year 3	<p>Feelings and Emotions Part 1</p> <ul style="list-style-type: none"> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, extending their vocabulary to enable them to explain both the range and the intensity of their feelings to others That they may experience conflicting emotions and when they might need to listen to, or overcome these Where to seek help in school or at home if they are worried about their own or someone else's mental health About the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 	
Year 4	<p>Bullying</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying and responsibilities of bystanders (primarily reporting to an adult) and how to get help That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, gender That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing To develop strategies for getting support for themselves or for others at risk To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these To concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' – context of bullying 	
Year 5	<p>Feelings and Emotions Part 2</p> <ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health That there is a range of emotions and scale of emotions that all humans experience in relation to different experiences and situations How to judge the intensity of their feelings and whether they are behaving in an appropriate way proportionate to the issue 	

	<ul style="list-style-type: none"> • Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for them to discuss their feelings with an adult and seek support • Where to seek help in school, at home or through other agencies if they are worried about their own or someone else's mental health • Understand that it is common for people to experience mental ill health, but problems can be resolved if help is given or sought • 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 • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Year 6	<p>Bullying and Discrimination</p> <ul style="list-style-type: none"> • To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit other as well as themselves • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, gender and disability • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling') • What a stereotype is, and how stereotypes can be unfair, negative or destructive • To develop strategies for getting support for themselves or for others at risk • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

Core Theme 4 – Living in the Wider World

Pupils should have the opportunity to learn...

Year 3	Rights and Responsibilities of a Child	
	<ul style="list-style-type: none"> • That there are basic human rights shared by 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 • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards to environment; to continue to develop the skills to exercise these responsibilities 	
Year 4	Living together in the UK	Risk Assessment
	<ul style="list-style-type: none"> • To appreciate the range of national, regional, 	<ul style="list-style-type: none"> • The difference between the terms, 'risk', 'danger' and 'hazard'

	<p>religious and ethnic identities in the United Kingdom</p> <ul style="list-style-type: none"> To consider the lives of people living in other places, and people with different values and customs That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, What being part of a community means, and about the varied institutions that support communities locally and nationally About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future To recognise the role of voluntary and community groups 	<ul style="list-style-type: none"> To recognise, predict and assess risks in different situations and decide how to manage them responsibly to keep themselves and others safe To recognise how increasing independence brings increased responsibility to keep themselves and others safe How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or anxious or that they think is wrong Strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme) and safety in the environment (including rail, water and fire safety) To recognise and manage ‘dares’
Year 5	<p>Being Financially Safe</p> <ul style="list-style-type: none"> About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer Look after money and realise that future wants and needs may be met through saving To develop initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world What is meant by enterprise and begin to develop enterprise skills 	<p>Democracy and the Law</p> <ul style="list-style-type: none"> Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules What democracy is, and about the basic institutions that support it locally and nationally To recognise the role of voluntary, community and pressure groups
Year 6	<p>Understanding the Media</p> <ul style="list-style-type: none"> To explore and critique how the media present information To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	

Core Theme 5 – Induction and Transition

Pupils should have the opportunity to learn...

Year 3 (Whole unit)	Welcome to Ranvilles Junior School <ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To work collaboratively towards shared goals • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • Why and how rules and laws that protect them and other are enforced, why different rules are needed in different situations and how to take part in making and changing rules • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards to environment; to continue to develop the skills to exercise these responsibilities • School rules about health and safety, basic emergency aid procedures, where and how to get help • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
Year 4 (Part of induction)	<ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To work collaboratively towards shared goals
Year 5 (Part of induction)	<ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To work collaboratively towards shared goals
Year 6 (Whole unit)	Moving On <ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To work collaboratively towards shared goals • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Core Theme 6 – Living in the Virtual World

(These units will be complemented by the Computing Curriculum – E-safety units)

Pupils should have the opportunity to learn...

Year 3	Introduction to Internet Safety <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the importance of privacy online – passwords and protecting personal information • About the benefits of balancing time spent on and offline • What to do if they see or receive content that makes them feel unsafe or uncomfortable and where to report it • Where to go for help/advice in school or at home/wider world if they need it • That there are some unsafe people/sites on the internet and that some people try to hide their identity
Year 4	The Positive and Negative World of the Internet <ul style="list-style-type: none"> • The impact of positive and negative content online on their own and others' mental well-being • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online

	<ul style="list-style-type: none"> • That websites/accounts can be created by anyone and that they are not all trustworthy and reliable • Why social media, some computer games and online gaming, for example are age restricted • What to do if they see or receive content that makes them feel unsafe or uncomfortable and where to report it • Where to go for help/advice in school or at home/wider world if they need it
Year 5	<p>Keeping Safe – Social Media and Mobile Phones</p> <ul style="list-style-type: none"> • Revision on age restrictions for social media, computer games and online gaming • What content they should/shouldn't publish on the internet • How information and data is shared and used online • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others • The responsible use of mobile phones: safe keeping (looking after it) and safe user habit (time limits, use of passcode, turning it off at night etc) • That the internet can be a negative place where bullying and harassment can take place, which can have a negative impact on mental health • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • Where to go for help/advice in school or at home/wider world if they need it
Year 6	<p>Keeping Safe – Taking Responsibility</p> <ul style="list-style-type: none"> • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • To concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • Recognise that increasing independence brings with it a responsibility to keep themselves and others safe • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • Where to go for help/advice in school or at home/wider world if they need it

Sex and Relationships Education

Pupils should have the opportunity to learn...

Year 5	Sex and Relationships Education
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	<ul style="list-style-type: none"> • How their body will, and their emotions may, change as they approach and move through puberty • About the importance of personal hygiene as they grown up • About human reproduction • To recognise different types of relationships, including those between acquaintances, relatives and families • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • To concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
Year 6	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> • About human reproduction • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact and how to respond • To concept and implications of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or anxious or that they think is wrong • About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers • To know that there are some cultural practices which are against British law and human rights, such as female genital mutilation (FGM) • That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others

Cycle Safety

Pupils should have the opportunity to learn...

Year 6	<ul style="list-style-type: none"> • Strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme) and safety in the environment (including rail, water and fire safety)
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