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| **PSHE Curriculum**Kensington Junior Academy |

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| Autumn term  |
| Difference and diversity | Being me | Difference and diversity | Being me |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Similarities and differences*** Discuss a range of the similarities/

differences between people.* Explore what contributes to who we are.
* Listen actively to others’ views and explore how they are the similar or different to their own.

**Respecting others*** Recognise the importance of self-respect and demonstrate ways to respect others.
	+ Recognise and challenge stereotypes.
* Explain the concept of being equal.
 | **Being unique and special*** Explore what contributes to who we are.
* Identify and talk about their own

strengths and interests. * Recognise what makes them unique

and understands that being different is something to celebrate.**Understanding similarities and differences*** Identify visible/invisible differences

between people.* Explain why it is important to respect and celebrate the differences and similarities between people.

**Being part of a community*** Identify the different groups that make up their community.
* Recognise that they belong to different communities as well as the school community.
* Describe what is positive about their community and how it supports them.
 | **Similarities and differences*** Reflect on diversity and what it means; the benefits of living in a diverse community.
* Recognise their individuality and identify their personal qualities.
* Understand that their views and opinions come from their different backgrounds and experiences.
	+ Model how to discuss or debate

respectfully.**Respecting others*** Explain the importance of having respect and compassion for self and others.
* Recognise how stereotypes are perpetuated and have some strategies to challenge positively.
* Identify different types of discrimination and recognise the impact they can have.
* Understand that there are laws about discrimination so that we can live in a fair society.
 | **Being unique and special*** Identify a range of factors that what contributes to our identity.
* Express their talents and strengths with confidence. Set goals for how they would like to develop them.
* Explain ways in which they respect and value other people’s differences.

**Understanding similarities and differences*** Respect the differences and similarities between people.
* Reflect on how discrimination and our own behaviour can affect others.

**Being part of a community*** Explain some of the benefits of communities.
* Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.
* Explore how shared events and experiences can create a stronger community.
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| Bullying matters | Drug education | Bullying matters | Drug education |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **About bullying*** Describe different types of bullying including the role of a bystander. • Recognise that our behaviour can affect others.
* Identify how the body may react to unhappy or uncomfortable feelings.
* Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.

**Strategies and support*** Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline.
* Recognise the importance of seeking support and identify how they might do this.
 | **Knowledge** * Describe the different purposes that medicines have.
* Explain the importance of taking medicines correctly and using household products safely.

**Managing risk*** Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm.
* Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations.
* Identify a circle of support and how to ask for help.
* Demonstrate what to do in an emergency situation.
 | **About bullying*** Explain what direct, indirect and cyberbullying means.
* Identify when banter or other behaviour becomes unkind.
* Analyse ways to identify and manage uncomfortable feelings online/offline.
* Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.

**Strategies and support*** Identify positive strategies that may help to resolve disputes in friendships.
* Describe some barriers to accessing support.
* Recognise the importance of seeking support if feeling lonely, excluded or unsafe.
 | **Knowledge** * Understand that there are rules and laws surrounding the use of medicines, drugs and household products.
* Reflect on the risks/effects that legal drugs common to everyday life can have on health.

**Managing risk*** Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.
* Explain why some substances are harmful for growing bodies.
* Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour.
* Identify a range of strategies to better manage situations involving peer influence /approval.
* Research reliable sources of information/ support for children/adults affected by their own or someone else’s drug use.
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| Spring term |
| Exploring emotion | Being safe | Exploring emotion | Being safe |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Exploring emotions*** Use a wider vocabulary to describe how they feel.
* Describe feelings that can be comfortable/uncomfortable.
* Recognise that feelings can differ in intensity

**Recognising emotions*** Explore how everyday things can affect how we think, feel and behave.
* Describe what supports good mental/ physical health.
* Identify that not everyone feels the same about the same things.

**Managing emotions*** Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings
* Understand the importance of not bottling up how you are feeling.
* Understand the importance of asking for help if feelings become too uncomfortable.
* Explain how they can access help.
 | **Keeping safe*** Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report.
* Identifying situations where age restrictions apply.
* Identify and assess risk online/offline. (Including in the home and when playing out).
* Discuss ways to reduce risks at home and in the local environment in order to stay safe.

**First aid*** Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings.
* Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.
 | **Exploring emotions*** Use a varied vocabulary when talking about feelings.
* Understand that sometimes we can have conflicting feelings.
* Explain that feelings can change over time and range in intensity.

**Recognising emotions*** Understand that feelings can impact our mental and physical health.
* Recognise the importance of taking care of mental health and wellbeing.
* Discuss the signs that someone may be struggling with their mental health.

**Managing emotions*** Identify strategies that they could use to respond to feelings, including conflicting feelings.
* Record strategies and behaviours that support mental health and wellbeing.
* Explain how to seek support for themselves and others.
 | **Keeping safe*** Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline.
* Explain reasons for age restrictions/ regulations.
* Predict, assess and manage risks online and offline. (Including road and water safety).
* Explore how the pressure/excitement in the moment can affect how we manage risk.

**First aid*** Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking.
* Explain how to respond in an emergency, including when and how to contact different emergency services.
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| Relationships | Growing up | Relationships | Growing up |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Friendships*** Identify what makes a positive healthy or unhealthy friendship.
* Identifying strategies to build friendships.
* Understand the difference between persuasion, influence and pressure.
* Explain how kindness can support wellbeing.
* Recognise there are different types of relationships.
* Explain what can cause arguments with friends and describe some ways to resolve them.
* Recognise the importance of asking for help if we feel worried, lonely or excluded.

**Families*** Recognise that there are different types of family structures.
* Explain what it means to be part of a family.
 | **Growing and changing*** Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.
* Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm.
* Explore physical and emotional changes that happen during puberty.
* Explain how daily hygiene helps to reduce the spread of infection.
* Explain how adults care for a baby during and after pregnancy.
* Recognising that individuality and personal qualities contributes to who we are.

**Privacy boundaries consent** * Explain what is meant by privacy and personal boundaries.
* Recognise uncomfortable/comfortable behaviour online/offline.
* Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.
 | **Friendships*** Reflect on what the qualities of a good friendship/relationship are and are not.
* Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval.
* Explore what a loving caring relationship means.
* Understand what marriage and civil partnership means.
* Understand that forced marriage is a crime.
* Use strategies to positively resolve disputes and reconcile differences in friendships.
* Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.

**Families*** Explore and respect that there are different family structures in society.
* Reflect on how being part of a family provides stability and love.
 | **Growing and changing*** Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
* Explain the how babies are conceived, born and cared for.
* Identify the physical and emotional changes that happen when approaching/during puberty.
* Know some key facts about menstruation.
* Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.
* Reflect on the responsibilities of being a parent or carer and how having a baby changes someone’s life.
* Identify and value personal strengths, skills, achievements and interests.

**Privacy boundaries consent*** Understand what consent means and how to seek and give/not give permission in different situations.
* Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
* Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.
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| Summer term |
| Being responsible | Money matters | Being responsible | Money matters |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Rules and responsibilities** * Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.
* Describe some basic human rights.
* Understand that rights come with responsibilities.
* Describe what climate change is and some ways we can all help to reduce the effects.

**Community and care*** Explore what is meant by a community and the differences between needs and wants within a community.
* Explore and identify the welfare needs of animals and humans.
 | **Economic wellbeing*** Explain some different ways to pay for things.
* Explain some different ways to keep track of money.
* Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities.
* Identifying the ways that money can impact on people’s feelings.
* Recognise that people’s spending decisions can affect others and the environment.

**Work aspirations and careers*** Recognise positive things about themselves and their achievements.
* Identify some of the skills that may help them in their future careers.
 | **Rules and responsibilities** * Explore how law protects our rights and how to respond respectfully if something is not within the law.
* Recognise that human rights are there to protect everyone.
* Understand the relationship between rights and responsibilities, providing examples.
* Explain the importance of protecting the environment and set personal everyday actions.

**Community and care*** Recognise how we can support others within a community.
* Identify diversity within a community and explore how we can celebrate this.
* Recognise the importance of having compassion towards others and explain how to show care and concern.
 | **Economic wellbeing*** Understand what a bank account is and how this is linked to payment.
* Understand the risks associated with money and ways of keeping money safe
* Identify the risks involved in gambling activities.
* Explain some ways to get help if they are concerned about gambling or other financial risks.
* Reflect on the role that money plays in people’s lives, attitudes towards it and what influences decisions about spending and saving.
* Identify the impact that having or not having money can have on a person’s wellbeing.
* Explain some ways that money is/can be distributed to benefit the community.

**Work aspirations and careers*** Identify how skills can help them with their future career.
* Identify jobs that they might like to do in the future.
* Discuss their views on how or why someone may or may not choose a certain career.
* Recognise a variety of routes into careers.
* Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.
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| Being healthy | Changes | Being healthy | Changes |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Factors of a healthy lifestyle** * Explain what a healthy lifestyle is and why it is important.
* Understand what a healthy, balanced diet may include.
* Understand what an informed choice is.
* Identify opportunities for physical activity within their everyday lives.
* Describe some consequences of being physically inactive, on the mind and body.
* Identify routines that support good quality sleep.
* Explore strategies and behaviours that support mental health.

**Hygiene health prevention*** Explain what good dental health means, including how to brush and floss.
* Identify the effects of different foods/ drinks on the teeth.
* Identify the everyday hygiene routines that can limit the spread of infection.
* Identify the benefits/risks of sun exposure.
* Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.
 | **About loss and change*** Recognise that loss/change are a normal part of life.
* Describe how change and loss, can affect feelings, thoughts and behaviours.
* Recognise that feelings associated with loss/change can change over time and range in intensity.

**Managing loss and change*** Use a varied vocabulary when talking about feelings associated with loss and change.
* Identify self-help strategies and the importance of support when preparing for change/transitions.
* Describe everyday things that affect feelings and understand the importance of expressing feelings.
* Develop some ways of responding to others and showing suppport if they are affected by loss/change.
* Know why it is important to talk about our feelings and not bottle them up.
* Know who to talk to if you are worried or have strong feelings.
 | **Factors of a healthy lifestyle** * Identify things that can affects someone’s physical/mental health.
* Explain what constitutes a healthy diet and the risks associated with not having one.
* Reflect on what may influence our choices to have a balanced lifestyle.
* Identify what good physical health means and how to seek help if they are worried about their health.
* Recognise habits that can have both positive/ negative effects on a healthy lifestyle.
* Understand routines/strategies that support good quality sleep; the effects of lack of sleep.
* Identify strategies and behaviours that support mental health.

**Hygiene health prevention*** Identify the everyday routines that improve dental health.
* Identify the everyday routines/habits that can limit the spread of infection.
* Understand the wider importance of personal hygiene and how to maintain it.
* Explain how to keep safe from sun damage and reduce the risk of skin cancer.
* Identify the benefits of the internet and strategies for managing/balancing time online/offline.
 | **About loss and change*** Explore that loss, bereavement and change are part of the human life cycle.
* Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.
* Recognise that internal conflicting emotions can be normal when dealing with loss and change.

**Managing loss and change*** Describe a range of emotions and intensities associated with loss and change.
* Identify problem solving strategies to manage transitions between classes and key stages.
* Identify strategies to respond to feelings, including intense or conflicting feelings.
* Recognising the signs when someone may be struggling and understand how to seek support.
* Explore some barriers to asking for help and some ways to address them.
* Know who to talk to and where to go for help.
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