|  |
| --- |
| **PSHE Curriculum**  Kensington Junior Academy |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. |
| 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| 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. |