



Osmotherley CP Primary School PSHE (including RSE) Curriculum

'PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.' PSHE Association

Intent

At Osmotherley Primary School we take seriously our responsibility to "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe. We believe that our PSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

We recognise that, as a rural school, some pupils have limited opportunities to experience cultural diversity so we ensure that this is addressed fully in our curriculum. PSHE at Osmotherley School promotes diversity and helps children to express their own personal identity and culture.

Implementation

PSHE in EYFS

At Osmotherley Primary School, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care.

PSHE in KS1 and KS2

The Entitlement Framework at Key Stages 1-2 is structured into 5 themes:

- Me and My Relationship
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an active citizen

Intended learning outcomes for the themes above are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives.

Links with Statutory National Curriculum requirements

It is important that cross curriculum links are made for the pupils with related topics in Science, Computing, RE, History, Design and Technology and other related subjects taught at the school.

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are weaved throughout the aspects):

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| Relationships and Sex Education | Online safety |
| Drugs, Alcohol and Tobacco and wider risk taking behaviours | Careers education and personal finance |
| Citizenship | Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing |

How PSHE will be taught at Osmotherley School?

PSHE at Osmotherley will taught and learnt by ensuring that:

- learners have the opportunity to acquire new knowledge, understanding, skills and attitudes in a safe, secure and positive environment.
- planning informed by needs analysis
- discussions of sensitive and controversial issues are skilfully managed and spontaneous issues are responded to appropriately by teachers
- teaching and learning is active
- learners' progress is assessed

We encourage active engagement in lessons and provide a variety of activities to stimulate, encourage and interest children. We make connections between learning in PSHE and real life experiences children have encountered or may be likely to. Links are often made between PSHE and other subjects, for example, PE, RE and Science. Many elements of the PSHE curriculum are embedded elsewhere in our school, particularly in our core values and learning behaviours

PSHE Progression and End Points

| Early Years Expected by end of Reception year | Key Stage 1 Years 1 and 2 Expected by end of Y2 | Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4 | Upper Key Stage 2 Years 5 and 6 Expected by end of Y6 |
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| Me and My Relationships | | | |
| <p>Children will know:</p> <ul style="list-style-type: none"> -how to initiate conversations, attend to and take account of what others say. -how to explain own knowledge and understanding, and ask appropriate questions of others. -how to take steps to resolve conflicts with other children, e.g. finding a compromise. -how to play co-operatively, taking turns with others. -how to take account of one another's ideas about how to organise their activity –how to show sensitivity to others' needs and feelings, -how to form positive relationships with adults and other children (ELG) <p>-speak confidently to others about own needs, wants, interests and opinions.</p> <p>-describe self in positive terms and talk about abilities.</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know that family and friends should care for each other and families can give love, security and stability -the characteristics of a healthy family life and the importance of caring for each other and spending time together (Y2) -that when relationships both on and offline make them feel unhappy or unsafe they are able to ask for help -the names for the main body parts (including external genitalia) and why it is important to keep them private and understand what is meant by 'privacy'; their right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends (PANTS) -that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) (Y2) -the similarities/differences between most boys and girls(Y2) -about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change (Y2) - and name people who look after them, their networks and who to go to if they are worried about anything on and offline and how to attract their attention - what being a good friend means both on and offline and how they should make us feel happy and secure -the 'recipe' for being a good friend both on and offline and that trust is a core ingredient | <p>Children will know:</p> <ul style="list-style-type: none"> -how to identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline -how other families are similar or different to mine (this includes same sex), I respect those differences and I know that families are characterised by love and care -that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships (Y4) -how to recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people (Y4) -that relationships both on and offline may change over time and how to ask for help if this makes them unhappy -how to judge what kind of physical contact is acceptable or unacceptable and how to respond -including who they should tell and how to tell them -the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult - that it is OK to be different to others -about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring -how to name people who look after them, their networks and who to go to if they are worried about anything on or offline and how to attract their attention -how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent/ know the features of good | <p>Children will know:</p> <ul style="list-style-type: none"> -simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation (including Covid 19) -the ways in which children grow and develop in puberty – physically and emotionally -manage my periods (menstruation) or understand how girls manage their periods and be respectful of this -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 -aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and have the skills to form and maintain a healthy relationship -name people who look after them, their networks and who to go to if they are worried about anything on or offline or about their health and how to attract their attention -how to respond safely and appropriately to adults they meet (including online) whom they do not know -where individuals, families and groups can get help and support -how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent -what boundaries are appropriate in friendships with peers and others both on and offline -the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate they feel able to confidentially challenge their view point |

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| <p>How to try new activities confidently, and say why they like some activities more than others.</p> <p>-how to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities.</p> <p>-say when they do or don't need help (ELG)</p> <ul style="list-style-type: none"> •Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. •Aware of the boundaries set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take</p> | <p>-that there are different types of negative behaviours, bullying and teasing both on and offline They know that these behaviours are wrong and know how to deal with them including if they experience or witness it, they know how to get help</p> <p>-how to play and work cooperatively</p> <p>-how to listen to other people and show them respect and respect their viewpoints</p> <p>-how to share appropriately</p> <p>-how to recognise that their behaviour affects others both on and offline</p> <p>-the difference between right and wrong, fair and unfair and kind and unkind, both on and offline</p> <p>How to recognise there are different types of teasing both on and offline</p> <p>-about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>-how to be nice to people both on and off line</p> <p>-identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) (Y2)</p> | <p>healthy friendship both on and offline and have the skills to manage a falling out</p> <p>-how to describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if they are not the target of the behaviour and know how to get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p> <p>-how to empathise with other people and understand how people can react differently to the same situation</p> <p>-how to listen to and show respect for the views of others both on and offline</p> <p>-the importance of valuing myself</p> <p>-how to recognise and challenge stereotypes (including supporting trans children)</p> <p>-about change and loss including separation, divorce and bereavement and the associated feelings</p> <p>-how to feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>-that my body and emotions will change as I grow older and I know the importance of taking care of my own body</p> <p>-how to recognise my worth as an individual and the worth of other people</p> <p>- understand a range of feelings and how these make me feel both emotionally and physically</p> <p>-how to respond appropriately to other people's feelings</p> | <p>-understand the physical and emotional changes they will go through at puberty</p> <p>-how to look after their body and health as they go through puberty</p> <p>-about human reproduction including conception</p> <p>-recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p> <p>-that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p> <p>-that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</p> <p>-how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret all of which can happen both on and offline</p> <p>-recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</p> <p>-realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</p> <p>-how to recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>- understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</p> |
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| <p>changes of routine in their stride. Children will learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.</p> <p>Children learn about different kinds of relationships. and to develop relationships that promote social competence.</p> | | | |
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Keeping Myself Safe

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| <p>Children will:</p> <ul style="list-style-type: none"> -know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe --manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently -show understanding of the need for safety when tackling new challenges, and consider and manage some risks. -show understanding of how to transport and store equipment safely -practice some appropriate safety measures without direct supervision | <p>Children will know:</p> <ul style="list-style-type: none"> -the role of medicines in promoting health, the reasons why people use them and the rules on safe use of /that all drugs can be harmful if not used properly -that some substances can help or harm the body including household substances like dishwasher tablets/ I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly -the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules -that pressure to behave in an unsafe way can come from a range of people, including people I know and online -how to ask for help when they need it and name an adult (Y1) in school/ a range of people(Y2), who can help them and they know there are people and services who can help them including how to call 999 in an emergency (CHILDLINE) -they have a responsibility to keep themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll | <p>Children will know:</p> <ul style="list-style-type: none"> -how to identify and explain how to manage risks in different situations including on and offline line -how to make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline -how to explain how their behaviour may have consequences for themselves and others both on and offline -demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. -school rules for health and safety, basic first-aid procedures and where to get help for themselves and others in need including how to call 999 in an emergency -describe what risk means to them both on and offline -how to take responsibility for their own behaviour and safety and realise that actions have consequences both on and offline -recognise, predict and assess risk, relating to themselves and others and know how to get help (includes risks in the home, road, farm, water, rail, | <p>Children will know:</p> <ul style="list-style-type: none"> -how to identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and know how to call 999 in an emergency -which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks -that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know both on and offline and the media -how to take responsibility for their own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency -how to recognise the responsibility they have both on and offline due to increased independence and can keep themselves and others safe -how to respond to challenges including recognising, managing and assessing risks in different situations both on and offline and manage them responsibly |
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| <p>-that people you don't know are strangers and this applies online as well as off line</p> <p>-that when people they don't know ask them for private information they don't share it online or in person (Chicken Clickin')</p> | <p>tell' including knowing that they do not need to keep secrets both on and offline (NSPCC)</p> <p>-the difference between secrets and surprises both on and offline and understand what is not a good secret to keep (NSPCC)</p> <p>-use simple skills which will help to maintain their personal safety both on and offline (Y2)</p> <p>-how to recognise and say what is right and wrong both on and offline (Y2)</p> <p>-the internet has many benefits but they know they need to balance their time spent on and offline and understand that some websites, games and social media sites have age restrictions and adhere to the age rating of computer games</p> <p>-that people you don't know are strangers and this applies online as well as well as off line</p> <p>-that when people they don't know ask them for private information they don't share it online or in person</p> <p>-understand a range of risks when communicating online and demonstrate ways of reducing the risk to ensure they are safe online</p> <p>-people sometimes behave differently online, including friends or by pretending to be someone they are not</p> <p>-understand what a healthy online friendship is and awareness of the risks associated with people they have never met</p> <p>-what to do to get help if they see something they are unhappy with online</p> | <p>online, electricity and personal safety) and know how to call 999 in an emergency</p> <p>-some effective strategies to cope with peer influence and peer pressure both on and offline</p> <p>-that the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p> <p>-a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online</p> <p>-how to report concerns and get support with issues online</p> <p>-that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable</p> <p>-understand the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this</p> <p>-recognise how online communications (including from friends) may be used for manipulation or persuasion and have ways of managing this.</p> <p>-how to recognise and display respectful behaviour online</p> | <p>-how to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change</p> <p>-that the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p> <p>-how some people use online technology to bully other people and know how to seek help if this happens to them or to a friend</p> <p>-how to present themselves safely online and understand the potential risks of providing personal information online</p> <p>-how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others</p> <p>-understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>-how to manage requests for images of themselves or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable and are concerned by such a request</p> <p>-recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website</p> <p>-how to select appropriate tools to collaborate and communicate confidently and safely with others, including friends they know in real life</p> <p>-how to recognise risks, harmful content and contact and know how to report them</p> <p>-about online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so understand the need to use respectful language and know the legal consequences for sending offensive online communications</p> <p>-how the media (advertising and internet) may influence my opinions and choices</p> <p>-how my information and data is shared and used online</p> |
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-how to be a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
 -how to report concerns and get support with issues online

My Healthy Lifestyle

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| <p>Children will develop a positive self-image and high self-esteem to give them the confidence to make the most of opportunities, to communicate effectively and to explore the world around them.</p> <p>Children will gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -the importance of personal hygiene and know how to wash my hands properly (including Covid 19), regularly wash my body and clean my teeth twice a day -how diseases (including Covid 19), are spread and how they can be controlled and my responsibilities for my own and others health, -understand what physical and mental health means and that all humans have it -how to keep my body healthy and look after my emotional wellbeing -that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and they can give examples of what I do on a daily and on a regular basis to keep themselves healthy -how to recognise what they like and dislike, how to make real, informed choices that improves their physical and emotional health and to recognise that choices can have good and not so good consequences -how to make simple choices to improve their physical and emotional health -how to talk about their emotions and recognise them in others -what makes them happy -what being resilient means to them and have strategies they can use -some of the reasons why change can feel uncomfortable and know some of the ways of dealing with the feelings that sometimes arise from changes (Covid 19) -that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings (Covid 19) | <p>Children will know:</p> <ul style="list-style-type: none"> -how to make choices about their lifestyle to improve their health and well-being and recognise that choices can have good and not so good consequences -what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis -the benefits of physical exercise and time outdoors -how to identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors -what is meant by a healthy diet (including understanding calories, and nutritional content) -how to make informed choices about healthy eating and exercising -understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage -how to look after their mental wellbeing through some self-care techniques, e.g. relaxation, benefits of hobbies and interests etc. (Covid 19) -know how to communicate their feelings to others, recognise how others show feelings and know to respond appropriately -understand what being resilient means to them and have strategies they can use (Covid 19) -understand why other people are behaving as they are when they are finding change difficult -understand a range of feelings and how these make them feel both emotionally and physically -have a range of strategies for managing and controlling strong feelings and emotions -how to respond appropriately to other people's feelings -how to recognise their worth as an individual and the worth of other people | <p>Children will know:</p> <ul style="list-style-type: none"> -what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. -the importance of good oral hygiene, including regular visits to the dentist -where individuals, families and groups can get help and support both on and offline. -how to manage their time to include regular exercise and self-care techniques to look after their mental and physical health such as relaxation -how to recognise opportunities to make their own choices about food, what might influence their choice and the benefits of eating a balanced diet -understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs -understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on their physical and mental wellbeing -understand early signs of physical illness, such as weight loss, or unexplained changes to the body -understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer -how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others -understand what resilience is and have strategies they can use to build their own resilience -know how to resolve differences, looking at alternatives, making decisions and explaining choices -some of the ways of dealing with the feelings that sometimes arise from changes (Covid 19) |
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| | <ul style="list-style-type: none"> -how to recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations -simple strategies to manage their feelings | <ul style="list-style-type: none"> -how to identify positive things about themselves, recognise some of their mistakes and learn from them -how to make some changes quickly and easily but also understand that some changes are hard and can take a long time | <ul style="list-style-type: none"> -how to recognise that they may experience conflicting emotions and when they need to listen to and overcome their emotions -have an understanding of mental ill health and how important it is for people to get early help to support them -understand that the media can have a positive and negative effect on mental health, e.g. body image -how change can impact with our feelings of belonging |
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Me And My Future

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| <p>Children will be encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -how to recognise the coins and notes we use (Maths) -choose the correct value of coins and calculate change (Maths) -that we have to pay for what we buy -that we can pay for things in a range of ways and that even when not using cash, money is being used -how to keep money safe -that they don't have to spend my money but can save it to use later -how to set themselves simple goals -how to identify positive things about themselves and recognise and celebrate their strengths and say what they enjoy about school and things they do outside of school -how to describe the work that people do in their family, their school and where they live. -understand that the choices we make affect ourselves and others -how to explain the difference between needs and wants -that individuals and families have to find ways to balance wants and needs -understand that it may not be possible to have everything you want, straight away, if at all -why learning is important -how to be positive about who they are, what they have achieved and take into account what other people say about them -aware of stereotypes and that everyone does have the same choices and opportunities in learning, | <p>Children will know:</p> <ul style="list-style-type: none"> -how to look after and handle money in everyday situations -how to save money -how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity -there are different ways to gain money, including earning it through work -understand that money is a finite resource for individuals, institutions and the community -begin to develop an understanding that people have different financial circumstances -begin to understand the different values and attitudes that people have with regard to money -why we have charities -recognise the range of jobs carried out by people they know -explain why people work and the different jobs that people do and challenge some of the work stereotypes -be aware that the learning choices they make will affect their future options. -talk positively about what they like to do and what they would like to do in the future -explain how they will develop skills for work in the future -identify their strengths, areas for improvement and set high aspirations and goals -be able to identify positive achievements during their time in Year 3/4 | <p>Children will know:</p> <ul style="list-style-type: none"> -how to make considered decisions about saving, spending and giving -how to differentiate between essentials and desires – needs and wants -understand 'value for money' and make informed choices to get 'value for money' -how to assess 'best buys' in a range of circumstances -how to understand and manage feelings about money, their own and others -that people buy things online and have online bank accounts and passwords to keep money safe -about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and be aware of some of the rights and responsibilities when it comes to treating people fairly -understand that money we earn also supports the community -and understand how I can develop skills to make a contribution in the future -start to consider what they like, what they are good at and what they enjoy doing and talk positively about their strengths -the importance of making a good impression when going through a selection process and demonstrate some of the skills required to do this -that there are a range of earnings for different jobs -understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.) |
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| | <p>careers and work (genders, different ethnicities, different backgrounds, etc)</p> <ul style="list-style-type: none"> -be able to identify positive achievements during their time in Year 1/2 -be able to identify their strengths, areas for improvement and set themselves some goals for Year 2/3 | <ul style="list-style-type: none"> -be able to identify their strengths, areas for improvement and set themselves some goals for Year 4/5 | <ul style="list-style-type: none"> -describe how people's careers are different and how they develop in different ways and be aware that people feel differently about the different types of work they do -reflect on what they have learnt about careers, employability and enterprise activities and experiences and how the learning relates to their choices -describe a range of local businesses and how they are run and the products and / or services they provide -understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act -how to keep myself safe when working and what the law says to protect workers -recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising - identify positive achievements during my time in Year 5 /at primary School - identify my strengths, areas for improvement and set myself some goals for Year 6 /looking forward to Year 7 |
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Becoming An Active Citizen

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| <p>Child will learn to develop anti-discriminatory attitudes by exploring their own culture and appreciating the similarities and differences in those of others.</p> | <p>Children will know:</p> <ul style="list-style-type: none"> -how to express a simple opinion, agreement and disagreement -how to respectfully ask questions and listen to the answers -how to play a full part in the life of my classroom -how to agree and follow rules for my group and classroom -understand the role of the school council and be able to vote for the members (and have contributed an idea to the school council -Y2) -how to take part in discussions/simple debate with others about topical issues -that people and other living things have needs and recognise their own responsibility to meet those needs | <p>Children will know:</p> <ul style="list-style-type: none"> -how to participate in making and changing rules - why different rules are needed in different situations -that choices we make can impact on the local, national and global communities -where to find impartial advice to inform my decision making -understand the media can be biased - empathise with other people and situations through topical issues, problems and local and global events -acknowledge that others have different points of view both on and offline -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 in school (SCHOOL COUNCIL MEETINGS) | <p>Children will know:</p> <ul style="list-style-type: none"> -what democracy is and how a democratic government works -how to take part in democratic events in school (eg: voting for school council, mock election) -understand the consequences of breaking the law and how the criminal justice system works in the UK -how to access local and national support groups both on and offline -that circumstances in other countries and cultures may be different from our own -understand why some people have chosen to leave their country and migrate to the UK -understand the difference between economic migrant, asylum seeker and refugee (<i>The Suitcase/ Boy at the Back of the Room/ The journey/ Lubna and the Pebble/ The Wisp</i>) |
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| | <ul style="list-style-type: none"> -contribute positively to the life of the class and the school -that I belong to different groups and communities ie school, family -what improves and harms the environment and about some of the ways people look after them -some ways to look after their environment | <ul style="list-style-type: none"> -recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers -how to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism -that to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their choices and viewpoints -understand how my choices may impact on the environment -describe the values of the school and know why they are important describe the 'British Values' and give examples of what they mean in school and in society (Picture News) -demonstrate respect and tolerance both on and offline towards people different from themselves | <ul style="list-style-type: none"> -about Fair Trade and what it means -that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc.) -understand that choices we make as individuals, a community and a nation impact internationally -beginning to understand that 'poverty' might have different meanings to different people in different circumstances -how to recognise and challenge stereotypes -where to find impartial advice to inform my decision making and understand about media bias -how to express my views confidently and listen to and show respect for the views of others -how to talk and write about my opinions confidently and listen to and show respect for the opinions of others -how to resolve differences, looking at alternatives, making decisions and explaining choices -understand how democracy works in the UK at a local, regional and national scale (Picture News) -understand that there are other forms of government that are not democratic and can give some examples of these -understand what being part of a community means and take part more fully in school and community activities -understand the mental health benefits of community participation and volunteering -demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment -understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child (RRS) -understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment -how to research, discuss and debate topical issues, problems and events |
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| | | | <p>-appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>-aware of how the media present information and that the media can be both a positive and negative influence</p> <p>-how to critique how the media present information</p> <p>-how to discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p> |
| Vocabulary | | | |
| | <p>Families</p> <p>Relationships</p> <p>Online /offline</p> <p>Private/privacy</p> <p>Medicines/drugs/ substances</p> <p>Vote</p> <p>Election</p> <p>Coins/notes</p> <p>Mental health/ well-being</p> <p>Body parts including:</p> <p>Penis</p> <p>testicles</p> <p>Vagina</p> <p>Breasts</p> | <p>Influence</p> <p>Media</p> <p>Resources</p> <p>Community/ies</p> <p>Environment</p> <p>British Values</p> <p>Government</p> <p>Human rights</p> <p>Poverty</p> <p>Aggressive</p> <p>Assertive</p> <p>Charity</p> <p>Volunteer</p> <p>Rights</p> <p>Responsibilities</p> <p>Nation</p> <p>Local</p> <p>national</p> <p>global</p> <p>stereotyping,</p> <p>homophobia,</p> <p>transphobia and</p> <p>biphobia</p> <p>racism</p> | <p>Regional/ national</p> <p>Ethnic identities</p> <p>Democracy</p> <p>Asylum seeker</p> <p>Economic migrant</p> <p>Refugee</p> <p>media</p> <p>Multi-cultural</p> <p>terrorism,</p> <p>migration and</p> <p>racism</p> <p>periods/menstruation</p> <p>conception</p> <p>controversial</p> <p>topical</p> <p>debate</p> <p>critique</p> <p>sensitive</p> <p>UN Rights of the Child</p> <p>British Values</p> |

IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

| EYFS/KS1 | | | KS2 | | |
|--------------------------------|-----------------------------|------------------------------------|--------------------------------|-----------------------------|------------------------------------|
| Year A | | | Year A and Year C | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| Me and My Relationships | Keeping Myself Safe | Me and My Future | Me and My Relationships | Keeping Myself Safe | Me and My Future |
| Year B | | | Year B and Year D | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer |
| Keeping Myself Safe | My Healthy Lifestyle | Becoming and Active Citizen | Keeping Myself Safe | My Healthy Lifestyle | Becoming and Active Citizen |