

PSHE

Areas of study

Each half term PSHE skills and knowledge will be taught based around a theme.

- being me in my world - understanding how our behaviour affects people close to us and in the wider community
- celebrating difference - develop empathy with different cultures, beliefs, and lifestyles
- dreams and goals - set goals and compare our dreams with people in other cultures
- healthy me - consider ways to care for our mental and physical health
- relationships - compare different friendship and explore our conduct during online and real life situations
- changing me - discover the ways in which we change mentally and physically as we grow

Key Skills	Knowledge
<p>Being me in my world (Y3) Explain how my behaviour can affect how others feel and behave. (Y3) Evaluate different choices that I or others might make and what the consequences might be. (Y4) Problem solve and offer different solutions to help my class/team/school be more democratic. (Y6) Explain how the actions of one person can affect another. (Y6) Empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>(Y3) Understand why it is important to have rules and how that helps me and others to learn. (Y3) Understand why rules are needed and how they relate to rights and responsibilities. (Y4) Explain why being listened to and listening to others is important in my school community. (Y4) Understand and explain how being democratic helps us to feel valued. (Y5) Explain why rights and responsibilities contribute to making groups effective. (Y5) Explain how my choices can have an impact on people in my immediate community and globally. (Y5) Compare my life with other people in my country and explain why we have rules and responsibilities in school. (Y5) Compare my life with other people in my country and explain why we have rules and responsibilities in school. (Y6) Compare and contrast my own wants and needs with others in my immediate community and some global communities.</p>
<p>Celebrating difference (Y3) Explain how being involved in conflicts makes me feel. (Y4) Discuss a time when my first impression of someone changed.</p>	<p>(Y3) Describe different conflicts that might happen in family/friendship groups. (Y3) Explain how the role of a witness in a conflicted situation can be helpful/unhelpful depending on their actions. (Y4) Explain how first impressions can be misleading. (Y4) Explain why bullying may be difficult to spot.</p>

<p>(Y5) Explain the differences between direct and indirect bullying and offer a range of strategies to help myself and others.</p> <p>(Y6) Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>(Y6) Express my own opinions and attitudes towards difference.</p>	<p>(Y5) Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour.</p> <p>(Y5) Consider a range of bullying behaviours and explain the impact these may have on everyone involved.</p> <p>(Y6) Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>(Y6) Explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p>
<p>Dreams and Goals</p> <p>(Y3) Explain the different ways that help me learn.</p> <p>(Y3) Think about how I can help myself improve.</p> <p>(Y3) Confidently share my successes with others.</p> <p>(Y3) Analyse my learning strengths.</p> <p>(Y4) Plan and set new goals even after a disappointment.</p> <p>(Y6) Explain what motivates me to make the world a better place.</p> <p>(Y6) Analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p>(Y4) Explain what it means to be resilient and have a positive attitude.</p> <p>(Y4) Explain how this can lead to more chance of success.</p> <p>(Y5) Compare my hopes and dreams to those of people from different cultures.</p> <p>(Y5) Explain why people from different cultures may have different hopes and dreams.</p> <p>(Y5) Evidence how I may have different opportunities and life chances compared to some young people.</p> <p>(Y6) Explain different ways to work with others to help make the world a better place.</p>
<p>Healthy me</p> <p>(Y3) Explain strategies for keeping myself safe and healthy.</p> <p>(Y3) Express how being anxious/ scared and unwell feels.</p> <p>(Y3) Judge levels of risk involved in different situations.</p> <p>(Y4) Recognise when I'm being put under</p>	<p>(Y3) Identify things, people and places that I need to keep safe from.</p> <p>(Y4) Identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>(Y5) Explain different roles that food and some substances can play in people's lives.</p> <p>(Y6) Explain when substances including alcohol are being use anti-socially or being misused and the impact this can have on an individual and others.</p> <p>(Y6) Give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle.</p>

<p>pressure. (Y4) Identify feelings of anxiety. (Y5) Consider how respecting and valuing my body may play a part in maintaining my self-confidence. (Y5) Summarise different ways that I respect and value my body. (Y6) Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	
<p>Relationships (Y3) Explain how my life is influenced positively by people. (Y4) Recognise how people are feeling when they miss someone/something. (Y5) Compare different types of friendships and the feelings associated with them. (Y6) Explain when I need to stand up for myself and my friends in real or online situations.</p>	<p>(Y3) Explain some of the rights and responsibilities that I and others have. (Y3) Explain how my choices might affect my family, friendships and people around the world I don't know. (Y4) Give reasons why people may experience a range of feelings associated with personal loss. Offer and evaluate solutions. (Y5) Explain how to stay safe when using technology to communicate with my friends. (Y5) Justify why some people may use technology in ways that may be risky or harmful. (Y6) Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. (Y6) Analyse some of the methods people can use to try to gain power and control over others.</p>
<p>Changing me (Y3) Recognise how I feel about these changes and suggest some ideas to cope with these feelings. (Y4) Explain some of the choices I might need to make in the future. (Y5) Express how I feel about the changes that will happen to me during puberty. (Y6) Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a</p>	<p>(Y3) Explain how boys' and girls' bodies change on the inside/outside during the growing up process. (Y4) Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby. (Y4) Give reasons why adults may choose to have a baby. (Y5) Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. (Y6) Revisit puberty and how boys and girls change during puberty (Y6) Describe how a baby is conceived and how it develops through the nine months of pregnancy. (Y6) A review of the internal and external parts of male and female bodies necessary for making a baby (Y6) Understand what masturbation is (Y6) Learn how a baby develops from conception to birth</p>

<p>baby. (Y6) Understand to recognise when you're being pressured into doing something you don't want to do, in person and online</p>	
---	--