

# Relationships, Sex and Health National Curriculum (PSHE)

Families and people who care for me Pupils should know:

- 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.
- 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 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships Pupils should know:

- 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships Pupils should know:

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils should know:

- 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.
- 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.

Being safe Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

# Coverage through 'Jigsaw' Puzzles

## Year 3 Puzzles -Focus of learning

Autumn	Being Me in My World and <a href="#">Celebrating Difference</a>
Spring	Dreams and Goals and <a href="#">Healthy Me</a>
Summer	Relationships and <a href="#">Changing Me</a>

## Year 4 Puzzles -Focus of learning

Autumn	Being Me in My World and <a href="#">Celebrating Difference</a>
Spring	Dreams and Goals and <a href="#">Healthy Me</a>
Summer	Relationships and <a href="#">Changing Me</a>

## Year 5 Puzzles -Focus of learning

Autumn	Being Me in My World and <a href="#">Celebrating Difference</a>
Spring	Dreams and Goals and <a href="#">Healthy Me</a>
Summer	Relationships and <a href="#">Changing Me</a>

## Year 6 Puzzles -Focus of learning

Autumn	Being Me in My World and <a href="#">Celebrating Difference</a>
Spring	Dreams and Goals and <a href="#">Healthy Me</a>
Summer	Relationships and <a href="#">Changing Me</a>



# Knowledge, Skills and Understanding Progression

## Lower Key Stage 2

		Year 3 PSHE Knowledge:	Year 3 PSHE Skill Communication:	Year 3 PSHE Understanding:
Autumn	Being Me in My World and Celebrating Difference	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Knowledge of rules in school and in society</li> <li>• Know that we all have rights</li> <li>• Know the difference between rewards and consequences</li> <li>• Know that families can look different</li> </ul>	<ul style="list-style-type: none"> <li>• Setting of personal goals</li> <li>• Seeing things from others' perspectives</li> <li>• Explore 'family' and differences</li> <li>• Explore family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and discussing ways to deal with it</li> <li>• Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring self-identity and self-worth</li> <li>• Understand that with rights comes responsibilities</li> <li>• Recognising how words can be hurtful</li> </ul>
Spring	Dreams and Goals and Healthy Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know that exercise is important</li> <li>• Know that food is labelled to help us make healthy choices</li> <li>• Know how to keep safe online and offline</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to achieve success even when facing difficult challenges</li> <li>• Explore dreams and ambitions</li> <li>• Set new challenges</li> <li>• Explore what motivation is</li> <li>• Explore what enthusiasm is</li> <li>• Evaluate how we learn</li> <li>• Explore how to manage our feelings</li> <li>• Fitness challenges</li> <li>• Discuss healthier options when making food choices</li> <li>• Explore attitudes towards drugs</li> <li>• Explore online and offline scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that challenges can be difficult</li> <li>• Recognise and try to overcome obstacles</li> <li>• Simple budgeting</li> <li>• Understand that it's important to respect ourselves as well as others</li> <li>• Understand how to make healthy and safe choices</li> </ul>
Summer	Relationships and Changing Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know that there are different roles and responsibilities within a family</li> <li>• Know how to stay safe online and who to go to for help</li> <li>• Know how babies grow</li> </ul>	<ul style="list-style-type: none"> <li>• Explore friendship and negotiation</li> <li>• An awareness of how our choices affect others</li> <li>• An awareness that other children can live very different lives to the ones we live</li> <li>• Explore way to express our appreciation to our family and friends</li> <li>• Explore family stereotypes</li> <li>• Challenge our ideas</li> <li>• Prepare for transition to the next year group</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what it means to be a 'global citizen'</li> <li>• Understand a baby's needs</li> </ul>

		Year 4 PSHE Knowledge:	Year 4 PSHE Skill Communication:	Year 4 PSHE Understanding:
Autumn	Being Me in My World and Celebrating Difference	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know that our school council reps are elected democratically</li> </ul>	<ul style="list-style-type: none"> <li>• Explore what it means to be a 'school citizen'</li> <li>• Explore our rights and responsibilities</li> <li>• Explain the differences between rewards and consequences</li> <li>• Group decision making</li> <li>• Explore the question: 'What motivates behaviour?'</li> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Problem solving</li> <li>• First impressions – can we always trust them?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what it means to be part of a class team</li> <li>• Understand what 'democracy' is and how our school council represents this</li> <li>• Understand what it means to 'have a voice'</li> <li>• Understand what it means to accept yourself and others</li> <li>• Understand bullying – the causes and the effects</li> <li>• Understanding how special and unique everyone is</li> </ul>
Spring	Dreams and Goals and Healthy Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know the effect smoking has on your health</li> <li>• Know the effect alcohol has on your health</li> </ul>	<ul style="list-style-type: none"> <li>• Explore our hopes and dreams</li> <li>• Discuss ways of coping with disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Developing resilience</li> <li>• Explore what it means to be assertive</li> <li>• Celebrate our inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how people might achieve their goals</li> <li>• Understand what it means to have a positive attitude</li> <li>• Understand what healthy friendships look like</li> <li>• Understand what group dynamics are</li> <li>• Understand the reasons why people might start smoking</li> <li>• Understand the reasons why people drink alcohol</li> <li>• Understand what peer pressure is</li> </ul>
Summer	Relationships and Changing Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know that we are all unique</li> <li>• Know that the environment goes through change too</li> </ul>	<ul style="list-style-type: none"> <li>• Explore jealousy – cause and effect</li> <li>• Explore love and loss</li> <li>• Discuss what is meant by girlfriends and boyfriends</li> <li>• Explore ways to show appreciation to people and animals</li> <li>• Explore ways to cope with change</li> <li>• Prepare for transition to the next year group</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how preserving memories of loved ones we have lost, can help us</li> <li>• Understand that sometimes we get on with people and sometimes we fall out</li> <li>• Understand that change is inevitable</li> </ul>



# Knowledge, Skills and Understanding Progression Upper Key Stage 2

		Year 5 PSHE Knowledge:	Year 5 PSHE Skill    Communication:	Year 5 PSHE Understanding:
<b>Autumn</b>	Being Me in My World and Celebrating Difference	<ul style="list-style-type: none"> <li>● Knowledge of key vocabulary relevant to each lesson</li> <li>● Know that we all have rights and with that comes responsibility</li> <li>● Know that cultural differences exist</li> </ul>	<ul style="list-style-type: none"> <li>● Planning the forthcoming year</li> <li>● Participation in the democratic process – having a voice</li> <li>● Explore and discuss racism</li> <li>● Explore and discuss rumours and name calling</li> <li>● Explore the link between material wealth and happiness</li> <li>● Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>● Understand what being a ‘citizen’ means</li> <li>● Understand the difference between rewards and consequences</li> <li>● Understand how behaviour can affect different groups of people</li> <li>● Understand that cultural differences can cause conflict</li> <li>● Understand that bullying can happen in different forms</li> </ul>
<b>Spring</b>	Dreams and Goals and Healthy Me	<ul style="list-style-type: none"> <li>● Knowledge of key vocabulary relevant to each lesson</li> <li>● Know that there are different jobs and careers</li> <li>● Know the effect smoking and vaping has on health</li> <li>● Know the effect alcohol has on health and behaviour</li> <li>● Know how to give emergency aid</li> </ul>	<ul style="list-style-type: none"> <li>● Explore future dreams</li> <li>● Explore and discuss the importance of money</li> <li>● Discuss dream jobs and how to ‘get there’</li> <li>● Explore ways of supporting others – charities</li> <li>● Explore ‘motivation’</li> <li>● Explore anti-social behaviour</li> <li>● Explore body image</li> <li>● Relationships with food</li> <li>● Explore motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that within different cultures, life goals may be different</li> <li>● Understand how to make healthy eating choices</li> </ul>
<b>Summer</b>	Relationships and Changing Me	<ul style="list-style-type: none"> <li>● Knowledge of key vocabulary relevant to each lesson</li> <li>● Know how to create safer online communities</li> <li>● Know our rights and responsibilities online</li> <li>● Know the SMART internet safety rules</li> <li>● Know what happens to a boy during puberty</li> <li>● Know what happens to a girl during puberty</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss online gaming and gambling</li> <li>● Discuss reducing screen time</li> <li>● Explore self and body image</li> <li>● Explore ways to cope with change in our body</li> <li>● Prepare for transition to the next year group</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the terms: ‘self-recognition’ and self-worth’</li> <li>● Understand that self-esteem can be built</li> <li>● Understand the dangers of online grooming</li> <li>● Understand the influences on body image – online and media</li> <li>● Understand that as we grow older our responsibilities grow</li> </ul>

		Year 6 PSHE Knowledge:	Year 6 PSHE Skill Communication:	Year 6 PSHE Understanding:
Autumn	Being Me in My World and Celebrating Difference	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know that children have universal rights</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Discuss and explore group dynamics</li> <li>• Explore 'democracy' and the idea of having a voice</li> <li>• Explore anti-social behaviour – cause and effect</li> <li>• What does it mean to be a role model? Why is this important?</li> <li>• Explore perceptions of 'normality'</li> <li>• Explore what inclusion and exclusion can look like</li> <li>• Explore differences as conflict and difference as celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the term 'Global Citizenship'</li> <li>• Understand what it means to feel 'welcomed' and 'valued'</li> <li>• Understand that we make choices that may have rewards or consequences</li> <li>• Understand disability</li> <li>• Understand what is meant by the term 'power struggle'</li> <li>• Understand and explore bullying</li> <li>• Understand what empathy means and what it looks like</li> </ul>
Spring	Dreams and Goals and Healthy Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know ways achievements are recognised</li> <li>• Know how substances affect the body</li> <li>• Know how children can be exploited – including county lines and gang culture</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal learning goals both in and out of school</li> <li>• Explore how we can make a difference in the world</li> <li>• Explore compliments, their use and their effect</li> <li>• Discuss ways of managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the success criteria for reaching a goal</li> <li>• Understand the different emotions involved on the road to success</li> <li>• Understand motivation</li> <li>• Understand the need to take personal responsibility</li> <li>• Understand that we have to look after our emotional and mental health as well as our physical health</li> <li>• Understand that stress needs to be managed</li> </ul>
Summer	Relationships and Changing Me	<ul style="list-style-type: none"> <li>• Knowledge of key vocabulary relevant to each lesson</li> <li>• Know what assertiveness means</li> <li>• Know how to be safe with technology</li> <li>• Know what happens in humans, during conception up to and including birth (inc IVF)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and explore mental health</li> <li>• Identify mental health worries and sources of support</li> <li>• Explore love and loss</li> <li>• Explore 'power' and 'control'</li> <li>• Explore and discuss self-image and body image</li> <li>• Reflect on 'change'</li> <li>• Explore physical attraction</li> <li>• Explore 'respect'</li> <li>• Prepare for transition to the next year group</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to manage our feelings</li> <li>• Understand the need to use technology safely</li> <li>• Understand the changes in our body during puberty and the possible associated feelings</li> </ul>

## Development of Skills in PSHE

As the children move through the school they will develop their skills through the growing complexity of the lessons. Throughout their time at Pound Hill Junior School, they will develop their skills to:

- describe
- explain
- recall
- discuss
- name
- ask questions
- make comparisons
- understand concepts
- acquire new knowledge
- understand and use vocabulary appropriately
- make decisions
- problem solve
- reason
- categorise and connect
- identify patterns
- organize their thoughts
- infer and interpret
- predict
- summarise
- apply situations to their own lives
- experience a change of feelings
- demonstrate growing confidence
- demonstrate abstract ideas
- express themselves
- justify their thoughts, opinions and answers
- discuss alternative outcomes or routes
- use evidence to justify an opinion
- hypothesize
- reflect and create solutions

WORKING TOWARDS	WORKING AT	WORKING BEYOND
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach