



Map of the PSHE/RSE Curriculum

What are the Knowledge, Skills and Understanding we want our pupils to gain?

September 2022

Intent of our PSHE curriculum - With WELLBEING as first of our four Pillars of the Pensford Curriculum, Personal, Social and Health Education takes centre stage. In our assemblies, our play times and in lessons across the curriculum we develop children’s ability to get on well with each other, and to support each other in knowing how to lead happy and healthy lives. We want them to know about different types of families and relationships. We want them to have an age-appropriate understanding of human reproduction through our simple Relationship and Sex Education curriculum (using SCARF resources www.coramlifeeducation.org.uk/scarf).

Our PSHE curriculum is written in order to develop children’s understanding of relationships and their ability to get on well with each other both in and out of school; it is there to help them understand how to keep themselves physically and mentally healthy. Note that the curriculum below includes links to the science curriculum, and is also drawn from statutory guidance on relationships education. It is firmly rooted in our school values. (RSE curriculum links are clearly indicated in [blue](#))

Colour Coding for Themes: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing..... RSE

	Term 1 Value: Togetherness	Term 2 Value: Independence	Term 3 Value: Ambition	Term 4 Value: Respect	Term 5 & 6 Values: Excellence & Happiness
EYFS (Years A & B)	<p><i>Teaching of PSED is not discreet in the Early Years as such skills will be built upon throughout the Reception Year, leading on from skills learned at home; in nursery and pre-school. However, we recognise the value of discreet lessons that assist in eliciting our children’s current knowledge and understand, and using this to teach key skills and information which the children will build upon as part of our Whole School Approach to PSED/PSHE.</i></p> <p><i>We use Development Matters for guiding our curriculum – areas covered through ongoing interactions and in the moment planning include:</i></p>				

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<p>*DM (Terms 1-6)– show resilience and perseverance in the face of a challenge; identify and moderate their own feelings socially and emotionally; think about the perspective of others; personal hygiene; regular physical activity (also covered within our PE curriculum);</p> <p>*DM (Term 3) – sensible amounts of ‘screen time’ (covered within our Computing curriculum)</p>					
	<p>Know that families are important for children growing up because they can give love, security and stability DM: See themselves as a valuable individual Context: SCARF What makes me special I am caring Kind and Caring All about me .</p>	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand the importance of self-respect and how this links to their own happiness. DM: Build constructive and respectful relationships Express their feelings and consider the feelings of others Manage their own needs Context: SCARF Looking after my friends I’m special, you’re special</p>	<p>DM: Know and talk about the different factors that support their overall health and wellbeing Healthy eating Keeping safe online Toothbrushing Having a good sleep routine Being a safe pedestrian Context: Twinkl Buddy the Dog story Context: SCARF Keeping Safe on Line Healthy Eating A Good Night’s Sleep</p>	<p>The conventions of courtesy and manners [eg please & thank-you, turn-taking] That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The importance of respecting others, even when they are very different from them (for example, physically or in character). DM: Think about the perspectives of others Context: SCARF Being helpful at home and caring for our classroom Looking after my special people Caring for our World</p>	<p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Begin to understand what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>Start to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed. Context: SCARF People who help keep me safe</p> <p>Yes I can</p> <p>Bouncing back when things go wrong</p>
	<p>Context: SCARF - Me and My Special People -Who are your special people that you like to spend time with, outside school? -Does everyone have the same special people? -Who’s in your family? -What makes us the same/different from people in our family? -How do we help each other in families? -What do we like to do with our families at home? (Resource – The Family Book by Todd Parr)</p>				<p>Context: SCARF - Me and My Body – girls and boys -What about are private parts? - Explain that there are parts of the body that are private and that we wouldn’t touch as part of the song, but they are very important too.</p>

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	<p>Context: SCARF - Same and Different Families</p> <p>-Read a book about different families, with questions that focus on what makes people the same as each other and also different from each other</p> <p>-Explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends.</p> <p>(Resource – The Great Big Book of Families by Mary Hoffman)</p> <p>Context: SCARF – Same and Different Homes</p> <p>-Recognise the similarities and differences between children’s homes and others</p> <p>-What makes our homes feel safe and special</p>				<p>-Can anyone tell us the correct words for our private parts? (Penis/testicles and vagina/vulva)</p> <p>-Why are girls’ bodies and boys’ bodies different?</p> <p>-Explain to the children that these parts of our body are private (Resource NSPCC PANTS film Pantosaurus)</p> <p>Context: SCARF – Seasons</p> <p>Name the different seasons and describe their differences.</p> <p>Explain the changes that occur as seasons change.</p> <p>Talk about how they have grown in resilience.</p> <p>Context: SCARF – Where do babies come from (Will be taught in KS1)</p>
KS1 Year A	<p>Topic – Who’s coming to tea?</p> <p>Describe the importance for humans of eating the right amounts of different types of food (Science link).</p> <p>Be able to describe the importance for humans of exercise and hygiene. (Science link)</p> <p>Context - SCARF</p> <p>Y1 – Eat well</p> <p>Y1 – I can eat a rainbow</p> <p>Y1 – Harolds wash and brush up</p> <p>Y2 – Harold's bathroom</p> <p>Y2 Harolds postcard</p>	<p>Topic - Fire</p> <p>Know that people sometimes behave differently online, including pretending to be someone they are not – computing link)</p> <p>Develop understanding of what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context – computing link).</p> <p>Context SCARF</p> <p>year 2 – playing games</p> <p>Year 1 sharing pictures</p>	<p>Topic How do we get to...?</p> <p>- Develop understanding that families are important for children growing up because they can give love, security and stability. -</p> <p>Know 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.</p>	<p>Topic – Where are all the wild things?</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Science link)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Science link)</p> <p>Context –SCARF</p> <p>Year 1 then and now</p>	<p>Topic – Once upon a time</p> <p>Develop understanding of how to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>To know about different types of bullying and how to get help if witnessing or experiencing it.</p> <p>Y1-unkind,tease or bully?</p> <p>Y1-Who can help?</p> <p>Y2 – Bullying or teasing</p> <p>Y2- Don't do that.</p> <p>Y2- Types of bullying</p>

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	Y2 – My body needs		Covered through RSE lessons below		
			<p>-Our Special People balloons -Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us. (Book: The Great Big Book of Families by Mary Hoffman)</p> <p>-Same or Different -Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences.</p>	<p>-Haven't You Grown! -Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); -Understand and describe some of the things that people are capable of at these different stages. -Where do babies come from (found in EYFS SCARF) -Where do babies come from? -What do they do in their mummy's tummy? -When do they come out? -What do they need when they are out? -How did they get there? (A type of seed, called an egg. from mummy/a woman and a type of seed, called a sperm, from daddy/a man.) -Sometimes the baby comes from its birth mummy and daddy, as in this case (described above). -Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents and sometimes they don't. -Families are people who provide us with love. That</p>	<p>-Surprises and Secrets -Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>-How Safe Would You Feel? -Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>-Respecting Privacy -Explain what privacy means; -Know that you are not allowed to touch someone's private belongings without their permission; -Give examples of different types of private information.</p> <p>-Feeling Safe -Identify special people in the school and community who can help to keep them safe; -Know how to ask for help.</p>

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				<p>means they care for us and keep us safe. (Books: -There's a House Inside my Mummy by Giles Andrae and Vanessa Cabban; Tango Makes Three by Peter Parnell and Justin Richardsonwith) -Taking care of a baby -Understand some of the tasks required to look after a baby; -Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	

<p>Lower KS2 Year A</p>	<p>Topic – North, East, South, West Broaden understanding 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 for them. Context: SCARF lessons: What makes me ME! (Y4) The people we share our world with (Y4)</p>	<p>Topic – Rise of the Robots Know how to respond safely and appropriately to adults they may encounter who they do not know. Context: SCARF lessons: Danger or risk (Y3) Danger, risk or hazard (Y4) None of your business (Y3)</p> <p>Understand better how to recognise who to trust and who not to trust (online) (Computing link) Context: SCARF lessons: I am fantastic (Y3)</p>	<p>Topic – Extreme Survival Begin to learn where to get advice [about staying safe] from e.g. family, school and/or other sources such as Childline Context: SCARF lessons: Helping each other stay safe (Y3) Who helps us stay healthy and safe? (Y4)</p> <p>To know 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. Context: SCARF lessons: How do we make a difference? (Y4)</p> <p>Understand well how to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed. Context: SCARF lessons: Secret or surprise (Y4) Covered in RSE</p>	<p>Topic – Grow your own Understand better 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. Context: SCARF lessons: Friend or acquaintance (Y4)</p> <p>To know what a stereotype is and how stereotypes can be unfair, negative or destructive. Context: SCARF lessons: That is such a stereotype! (Y4)</p>	<p>Topic – Escape from Pompeii (...with a snap, crackle and pop!) Know some of the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Context: SCARF lessons: Super searcher (Y3) Picture wise (Y4)</p> <p>To know about different types of bullying, including cyberbullying and that it is the responsibility of bystanders to report this to an adult. (Computing link) Context: SCARF lessons: Keeping ourselves safe (Y4) Safety in numbers (Y4) How dare you (Y4) Under pressure (Y4)</p>
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	<p>-Family and Friends -Recognise that there are many different types of family; -Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>-Our Friends and Neighbours -Explain that people living in the UK have different origins; -Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; -Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>-Together -Understand that marriage is a commitment to be entered into freely and not against someone's will; -Recognise that marriage includes same sex and opposite sex partners; -Know the legal age for marriage in England or Scotland; -Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>		<p>-Secret or Surprise -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; -Recognise how different surprises and secrets might make them feel; -Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>-Moving House -Describe some of the changes that happen to people during their lives; -Explain how the Learning Line can be used as a tool to help them manage change more easily; -Suggest people who may be able to help them deal with change.</p>	<p>-My Changing Body -Recognise that babies come from the joining of an egg and sperm; -Explain what happens when an egg doesn't meet a sperm; -Understand that for girls, periods are a normal part of puberty.</p> <p>-All Change -Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens.</p> <p>My Feelings Are all Over The Place -Name some positive and negative feelings; -Understand how the onset of puberty can have emotional as well as physical impact -Suggest reasons why young people sometimes fall out with their parents; -Take part in a role play practising how to compromise.</p>	<p>-Safe or Unsafe -Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe; -Suggest strategies for keeping safe.</p> <p>-Relationship Tree -Identify different types of relationships; -Recognise who they have positive healthy relationships with.</p>

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Upper KS2 Year A	<p>Topic – Chocolate Me and my relationships</p> <p>Context: SCARF lessons: Y5 Collaboration Challenge! Y5 Give and take Y5 How good a friend are you? Y5 Relationship cake recipe Y5 Communication</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; Describe the life process of reproduction in some plants and animals. (Science link)</p> <p>Know and understand 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. Context: SCARF lessons:</p>	<p>Topic – Why aorta keep fit Valuing difference</p> <p>Context: SCARF lessons: Y5 Qualities of friendship Y5 Kind conversations Y5 Happy being me Y5 Is it true? Y5 It could happen to anyone</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (science link). Recognise the impact of diet, exercise, drugs and lifestyle on the way their Bodies (including relevant parts of the National Curriculum for Science) function; Context: science lessons</p>	<p>Topic – Marvellous Mayans Keeping myself safe</p> <p>Context: SCARF lessons: Y5 Jay’s dilemma Y5 Spot bullying Y5 Decision dilemmas Y5 Drugs: true or false? Y5 Would you risk it?</p>	<p>Topic – Were we a fish? Rights and responsibilities</p> <p>Context: SCARF lessons: Y5 Fact or opinion? Y5 Rights, responsibilities and duties Y5 Lend us a fiver! Y5 Local councils</p> <p>To know about specific ways in which to get help if witnessing or experiencing cyberbullying. (Computing link)</p>	<p>Topic – How steady is your hand? Being my best Context: SCARF lessons: Y5 Different skills Y5 My school community (2) Y5 Independence and responsibility Y5 Star qualities? Y5 Basic first aid, including Sepsis Awareness</p> <p>Growing and changing (term 6) Context: SCARF lessons: Y5 How are they feeling? Y5 Taking notice of our feelings Y5 Changing bodies and feelings Y5 Growing up and changing bodies Y5 Help! I'm a teenager - get me out of here!</p>
	<p>- Dear Ash -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>-Changing Bodies and Feelings Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p>-Is This Normal? -Define the word 'puberty' giving examples of some of the</p>	<p>-Boys Will be Boys? Challenging Gender Stereotypes -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes;</p>	<p>-Don't Force Me -Describe ways in which people show their commitment to each other; -Know the ages at which a person can marry, depending on whether their parents agree;</p>	<p>-Growing Up and Changing Bodies Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p>

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		<p>physical and emotional changes associated with it;</p> <p>-Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>-Understand what FGM is and that it is an illegal practice in this country;</p> <p>-Know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>-Recognise that people fall into a wide range of what is seen as normal;</p> <p>-Challenge stereotypical gender portrayals of people.</p>	<p>-Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>To share or not to share?</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p>	

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KS1 Year B	<p>Topic – Our amazing world Recognise how important friendships are in making us feel happy and secure, and how people choose and make friends. Context – SCARF Y2- Being a good friend Y1- Good friends</p>	<p>Topic - Toys Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Covered through RSE lessons below</p>	<p>Topic – We are artist Develop an understanding of 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. Covered through RSE lessons below</p>	<p>Topic – Maps and routes</p>	<p>Topic – Seasonal changes/seaside Know and exemplify the conventions of courtesy and manners [eg turn-taking, putting others first] Recognise the importance of self-respect and how this links to their own happiness. Know the importance of respecting others, even when they are very different from them (for example, physically or in personality) Context SCARF year 1- Same or different</p>
	<p>-Who Are Our Special People? -Identify some of the people who are special to them; -Recognise and name some of the qualities that make a person special to them.</p> <p>-My Special People -Identify people who are special to them; -Explain some of the ways those people are special to them.</p>	<p>-Keeping Privates Private --Identify parts of the body that are private; -Describe ways in which private parts can be kept private; -Identify people they can talk to about their private parts.</p> <p>-Good or Bad Touches? -Understand and learn the PANTS rules; -Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch;</p>	<p>-Some Secrets Should Never be Kept -Identify how inappropriate touch can make someone feel; -Understand that there are unsafe secrets and secrets that are nice surprises; -Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. (Book: Some Secrets Should Never Be Kept by Jayneen Sander) -Should I Tell?</p>	<p>-I Don’t Like That -Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>-Fun or Not? -Recognise that some touches are not fun and can hurt or be upsetting;</p>	<p>-What Makes Us Who We Are? -Identify some of the physical and non-physical differences and similarities between people; -Know and use words and phrases that show respect for other people.</p>

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		<p>-Understand that they have the right to say “no” to unwanted touch;</p> <p>-Start thinking about who they trust and who they can ask for help. (NSPCC Underwear Rule resources)</p> <p>-My body/ Your body</p> <p>-Identify which parts of the human body are private;</p> <p>-Explain that a person's genitals help them to make babies when they are grown up;</p> <p>-Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>-Identify safe secrets (including surprises) and unsafe secrets;</p> <p>-Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>-What Should Harold Say?</p> <p>-Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>	<p>-Know that they can ask someone to stop touching them;</p> <p>-Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	

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Lower KS2 Year B	<p>Topic – Going Global Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Science Link) Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Science link)</p> <p>Better understand the characteristics of friendships, including mutual respect, truthfulness and trustworthiness. Context: SCARF lessons: How can we solve this problem? (Y3) Can you sort it? (Y4) Human machines (Y4) It's your right (Y4)</p>	<p>Topic – Raiders and Traders Know some ways in which to recognise who to trust and who not to trust (as a friend) and how to judge when a friendship is making you feel unhappy or uncomfortable. Context: SCARF lessons: What would I do? (Y4) Ok or not ok? (Part 1) (Y4) Ok or not ok? (Part 2) (Y4)</p> <p>Deepen understanding of the importance of self-respect and how this links to their own happiness. Context: SCARF lessons: Respect and challenge (Y3) (Covered in Term 4) Thunks (Y3)</p>	<p>Topic – Can you walk like an Egyptian? Describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions. (Science link).</p> <p>Understand 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. Context: SCARF lessons: Friends are special (Y3)</p>	<p>Topic – Who is roaming through the Rainforest Know and exemplify the conventions of courtesy and manners [e.g. how to respectfully disagree] Context: SCARF lessons: For or against? (Y3)</p> <p>Understand and demonstrate the importance of respecting others, even when they are very different from them (for example, in character, personality or background) Context: SCARF lessons: Respect and challenge (Y3)</p>	<p>Topic – Down in the Valley Know 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. (Computing link) Context: SCARF lessons: Making choices (Y4) An email from Harold! (Y4)</p> <p>Understand that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Context: SCARF lessons: Looking after our special people (Y3)</p>
		<p>-Looking After Our Special People -Identify people who they have a special relationship with;</p>	<p>-Period Positive -Know the key facts of the menstrual cycle;</p>	<p>-Body Space -Understand what is meant by the term body space (or personal space);</p>	

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		-Suggest strategies for maintaining a positive relationship with their special people.	-Understand that periods are a normal part of puberty for girls; -Identify some of the ways to cope better with periods.	-Identify when it is appropriate or inappropriate to allow someone into their body space; -Rehearse strategies for when someone is inappropriately in their body space. (NSPCC Underwear rule poster) -Zeb -Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is -Let's Celebrate Our Differences -Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult). (The Ugly Duckling) -Islands -Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;	

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				-Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. (NSPCC Underwear Rule)	
Upper KS2 Year B	<p>Topic – What’s out there? Me and my relationships</p> <p>Context: SCARF lessons: Y6 Working together Y6 Let's negotiate Y6 Solve the friendship problem Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 Behave yourself Y6 Dan's day</p>	<p>Topic – Who let the Gods out? Valuing difference</p> <p>Context: SCARF lessons: Y6 We have more in common than not Y6 Respecting differences Y6 Tolerance and respect for others</p>	<p>Topic – Is it me or is it hot in here? Keeping myself safe</p> <p>Context: SCARF lessons: Y6 Think before you click! Y6 Traffic lights Y6 What sort of drug is...? Y6 Drugs: it's the law! Y6 Alcohol: what is normal?</p>	<p>Topic – Victorious Victorians Rights and responsibilities</p> <p>Context: SCARF lessons: Y6 Fakebook friends Y6 Democracy in Britain 1 - Elections Y6 Democracy in Britain 2 - How (most) laws are made</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans. (Science link).</p>	<p>Topic – Dragon’s Den Being my best</p> <p>Context: SCARF lessons: Y6 Five Ways to Wellbeing project Y6 This will be your life! Y6 What's the risk? (1) Y6 What's the risk? (2) Y6 Basic first aid, including Sepsis Awareness</p> <p>Growing and changing (term 6)</p> <p>Context: SCARF lessons: Y6 Helpful or unhelpful? Managing change Y6 I look great! Y6 Is this normal? Y6 Making babies Y6 What is HIV?</p>
	<p>-OK To Be Different -Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; -Suggest strategies for dealing with bullying, as a bystander; -Describe positive attributes of their peers.</p>	<p>-Taking Notice of Our Feelings -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>	<p>-Making babies -Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means.</p>	<p>-Stop, Start, Stereotypes -Recognise that some people can get bullied because of the way they express their gender; -Give examples of how bullying behaviours can be stopped.</p> <p>-Happy Being Me -Develop an understanding of discrimination and its injustice,</p>	<p>-Is It True? -Understand that the information we see online, either text or images, is not always true or accurate; -Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p>

	Term 1 Value: Togetherness	Term 2 Value: Independence	Term 3 Value: Ambition	Term 4 Value: Respect	Term 5 & 6 Values: Excellence & Happiness
		<p>(NSPCC Underwear Rule)</p> <p>-Helpful or Unhelpful – Managing Change -Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change.</p> <p>-Acting Appropriately -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal.</p>		<p>and describe this using examples; -Empathise with people who have been, and currently are, subjected to injustice, including through racism; -Consider how discriminatory behaviour can be challenged.</p> <p>-We Have More in Common Than Not -Know that all people are unique but that we have far more in common with each other than what is different about us; -Consider how a bystander can respond to someone being rude, offensive or bullying someone else; -Demonstrate ways of offering support to someone who has been bullied</p>	<p>-Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. -What is HIV? -Explain how HIV affects the body's immune system; -Understand that HIV is difficult to transmit; -Know how a person can protect themselves from HIV.</p>

"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. " PSHE Association's guidance