

Hopton PSHE/RSE Curriculum

Key concepts: Mental health, physical health, relationships, safety, community, choices.



Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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Year 1 and 2 (Cycle 1)

Relationships	Health and Wellbeing	Living in the wider world
Respecting rights	Safety first	One World
To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	How they can contribute to the life of the classroom and school.
(British values – respect)	About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.
Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	About the ways that pupils can help the people who look after them to more easily protect them.	That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).
Think positive	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	(British values – community – identity -rules – respect)
To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	To communicate their feelings to others, to recognise how others show feelings and how to respond *to recognise that their behaviour can affect other people.
To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	(British values – respect – community)	You and me
To offer constructive support and feedback to others.	Growing up	Ways in which they are all unique; understand that there has never been and will never be another 'them'.
(British values –respect – democracy)	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Ways in which we are the same as all other people; what we have in common with everyone else.
	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequence.	To identify and respect the differences and similarities between people.
	About the process of growing from young to old and how people's needs change.	(British values – diversity and respect)
	About growing and changing and new opportunities and responsibilities that increasing independence may bring.	
	That household products, including medicines, can be harmful if not used properly.	
	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	

Year 1 and 2 (Cycle 2)

Relationships	Health and Wellbeing	Living in the wider world
<p>Be yourself</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>It’s my body</p> <p>The importance of, and how to, maintain personal hygiene.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>(British values – identity)</p>	<p>Team</p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise that their behaviour can affect other people.</p> <p>Britain</p> <p>That they belong to different groups and communities such as family and school.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>(British values – community – identity - laws – rules – respect)</p> <p>About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>Money matters</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>

Year 3 and 4 (Cycle 1)

Relationships	Health and Wellbeing	Living in the wider world
<p>VIPs</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise that their behaviour can affect other people.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Respecting rights</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>(British values – respect for diversity)</p> <p>To recognise and challenge stereotypes.</p>	<p>Growing up</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>Safety first</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>One world</p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Rules and laws.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>(British Values – democracy)</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p>

Year 3 and 4 (Cycle 2)

Relationships	Health and Wellbeing	Living in the wider world
<p>Be yourself</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Aiming high</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability.</p> <p>(British values – cultural diversity)</p> <p>How to recognise bullying and abuse in a variety of forms.</p> <p>To recognise and manage ‘dares’.</p> <p>(British values – identity)</p>	<p>It’s my body</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>TEAM</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>Britain</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>(British values – diversity)</p>

Year 5 and 6 (Cycle 1)

Relationships	Health and Wellbeing	Living in the wider world
<p>VIPs That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Respecting rights To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>About the difference between, and the terms associated with gender identity and sexual orientation: lesbian, gay, bisexual and transgender (school agreed definitions).</p> <p>(British values – community – diversity - identity - rules – respect)</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<p>Safety first Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>(British values – identity)</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>Growing up (puberty) How their body will, and their emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>Money matters About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. What is meant by enterprise and begin to develop enterprise skills.</p> <p>One world To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p>

Year 5 and 6 (Cycle 2)

Relationships	Health and Wellbeing	Living in the wider world
<p>Be yourself</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Aiming high</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>(British values – community – identity – respect)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help).</p> <p>To recognise and manage ‘dares’.</p> <p>To recognise and challenge stereotypes.</p>	<p>It’s my body (First aid)</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>(British values – community – identity -rules – respect)</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>It’s my body (puberty)</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p>About human reproduction.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	<p>Britain</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>TEAM</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>(British values – community – identity -rules – respect)</p>

