Springfield Junior School

Curriculum Content for PSHE (Personal, Social, Health and Economic)

Aims and Vision: The PSHE curriculum ensures that all pupils gain the knowledge, skills and attributes which are needed to keep themselves healthy (physically and emotionally), safe and prepare them for life and work in society. PSHE education can also help pupils achieve their academic potential as well as provide pupils with the sills to manage their opportunities, challenges and responsibilities when growing up.

Prior Learning	
British Values	- Able to explain what Democracy, rule of law and individual liberty. - Understand the importance of tolerance and mutual respect.
Online safety	- How to be safe online
Growth mind set	- What is growth, basic needs, exercise, food & hygiene and how can we stay healthy.
How to achieve success	- What are the eight areas of success

Year 3 Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Relationships: Bullying	- Know what it means to witness bullying. - Explain how hurtful words can impact someone. - Define what a bystander is. - Solve issues within playground scenarios. - To recognise what is fair and unfair, kind and unkind, what is right and wrong	- Definition of bullying and the characteristics of bullying. - Difference between being unkind and bullying. - How to solve issues on the playground.	Witness, bystander, bullying, unkind, conflict, consequences
Tobacco is a drug	- Define what a drug is. - Identify the effects of smoking. - Provide advice for individuals trying to stop smoking through a role play.	- Definition of a drug - How smoking can impact the body.	Tobacco, medicine, smoking, tar, nicotine, cardiac arrest, lungs, heart
Celebrating differences: what makes a family?	- Understand that everybody's family is different. - Recognise that conflict can happen among family members and peers but this is not necessarily negative. - That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each.	- What defines a family? - Conflict can occur in healthy relationships.	Same sex families, step families, adoption, culture, safe, caring, connected, difference, conflict.
Dreams and goals: aspirations and facing difficulties	- Identify a dream/ambition that is important to them. - Set small goals to achieve this ambition. - Understand the importance of facing challenges and having resilience within lessons. - Identify obstacles which may impact on success.	- Definition of an ambition - How to stay resilient in lessons - How to overcome obstacles.	Ambition, dream, resilience, obstacles, challenge, success. Goal, dream.
Healthy me: How to	- Explain how exercise affects the organs within the body.	- Benefits of exercise	Diet, exercise, lungs, heart,

| stay healthy through exercise | - Create and set a fitness challenge.
- Understand the importance of looking after your body in relation to diet, cleanliness, sleep and dental care.
- To understand how bacteria and viruses can affect health and that following simple routines can reduce their spread. | - How to set a fitness challenge and achieve it.
- How diet and sleep impact on the body.
- 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'. | blood, oxygen, fitness, health, muscles, sleep deprivation, concentration, energy. |

Year 4 Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Identity, society and equality: what is democracy and why do we have laws?	- Defining what is a law and democracy. - Providing examples of laws in society. - Rank from least to most important reasons why we have laws. - Create a democratic society within the classroom.	- We live in a democratic society. - Voting is part of being in a democratic society. - We have laws in society to keep us safe - We have the ability to influence our laws	Laws, pressure groups, protest, democracy, House of Commons.
Celebrating differences: stereotyping and acceptance	- Provide examples of when their first impression of someone changed. - Understand what influences our first impressions. - Analyse the impact of first impressions has on the individual.	- First impressions are not always accurate. - We should always be willing to change our opinion on someone.	Character, assumption, judgement, acceptance, different
Being me: positive attitude	- Understand the importance of making people feel valued. - Explain my role within the school and how I can have an impact in school. - Evaluate my attitude within lessons and around the school.	- Positive attitude can improve work ethos and progress in lessons. - My attitude can affect others.	Included, excluded, valued, attitude.
Healthy me: building positive friendships and considering others feelings.	- Recognise how different friendship groups are formed. - Understand how negative actions make others feel. - Provide solutions to negative friendship examples. - Create top tips for forming positive friendships.	- The impact of negative actions on friends. - What to do if they are in a negative friendship. - Be aware of how different people impact on me and how to change the situation.	Valued, embarrassment, emotions, relationships, peer pressure.
Keeping safe: online and in the community	- Identify possible safety issues through reading scenarios. - Apply safety information and advice to different scenarios. For example the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. - Understand what to do in these situations. - To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. - To recognise that they share a responsibility for keeping themselves and others safe.	- What details should be shared online. - Tell a teacher or family member if they are concerned with the individual online. - What to do if in the community and a stranger approaches.	Stranger danger, concerns, risk, online media platforms.

Year 5 Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Physical health and wellbeing: the media	- Compare health benefits of different food and drinks and to be able to explain and categorise which ones are the healthiest to least healthiest. - Analyse how the media portrays celebrities. - Explain why we need to be cautious about what is included within the media. - Describe how images can be changed or manipulated within the media. - Identify how the manipulated media impacts on individuals self-esteem.	- Food and drink adverts can be misleading. - How to read food and drink labels. - Manipulated images within the media can affect individual's self-esteem.	Self-esteem, self-image, carbohydrates, fats, complex carbohydrates, calories, media, manipulate.
Identity, society and equality: cultural differences and discrimination	- Explain how cultural differences can cause conflict by using examples within the media and history. - Understand the link between cultural differences and bullying. - Justify teaching the awareness of cultural differences within schools.	- Cultural differences can cause conflict. - Cultural differences can include religion, race and sexuality. - There are two types of discrimination and bullying: direct and indirect.	Culture, conflict, racism, attitude, homophobia, segregation
Dreams and goals: creating goals and exploring different jobs	- Identify jobs they would like to do by completing research. - Analyse what skills and characteristics are needed to be effective in the role. - Explain how children in different cultures may have different job goals for the future.	- The motivation needed to be trained within a career. - What steps are needed to achieve the job. - What characteristics are needed to be successful in the work place.	Goals, aspirations, culture, characteristics, personality traits, skills.
Healthy relationships: difference between healthy and unhealthy relationships in different settings.	- Identify the characteristics of a healthy relationship. - Apply knowledge of healthy relationships to discover the characteristics of an unhealthy relationship. - Create examples of healthy and unhealthy relationships to different settings e.g. peer, family, work place. - Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each.	- The difference between healthy and unhealthy relationships. - What to do in an unhealthy relationship.	Peer relationships, pupil-teacher relationships, family relationships, stress, intimidation, anger, happiness, communication.
Relationships: getting on and falling out, learning to compromise	- Recognise how friendships can change over time. - Understand how to stand up for themselves, negotiate and compromise within friendships. - Create roleplay scenarios to display learning. - Understand how it feels to be attracted to someone and what 'being in a relationship' means.	- Friendships can change over time. - Friendships require compromising. - How it feels to be attracted to someone.	Boyfriend, girlfriend, attraction, pressure, compromise, negotiate, empathy.

Year 6 Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Identity, society and equality: human rights and refugees	- Define migration using current examples. - Explain push and pull factors of a country. - Identify human rights and the organisations which represent individual liberty. - Be able to prioritise the reasons why individuals need to leave their country and imagine what it would be like in this situation.	- What are Human Rights? - Reasons why we have refugees in the UK. - What Human Rights are and the importance of them.	Human Rights, Individual Liberty, push and pull factors, asylum seekers, government, migrants, immigrant,
Celebrating differences: what is 'normal'? what might it be like living with a disability?	- Empathise with people who are living with disabilities. - Understand how having a disability could affect someone's life. - Provide examples of how celebrities and sport personalities have not let their disability be a barrier within their lives. - Justify the importance of respect and not discriminating individuals.	- There is no concept of 'normal'. - A disability does not have to be a barrier to achieving goals. - Respect should be given to all individuals.	Disability, affect/effect, quality of life, barrier, success.
Dreams and goals: setting goals for secondary school and also linking it to community goals.	- Identify worries and things they are looking forward to when going to secondary school. - Understand their learning strengths and set challenging but realistic goals (inside and outside of school). - Create and plan learning steps to achieve these goals. - Research issues/problems within the local community. - Apply goal setting knowledge to creating goals for the local community and themselves.	- The importance of setting goals. - How to achieve goals set by creating realistic steps. - Goal setting can be seen within the community.	Dream, goal, achievement, realistic, unrealistic, community, criteria
Relationship education: dealing with loss and managing feelings of loss.	- Identify feelings when someone leaves or dies. - Understand there are different stages of grief and loss and different strategies to cope. - Provide advice to others in this situation.	- Feelings come with grief and loss. - There are five different stages of grief.	Grief, bereavement, coping strategies, significant, denial, anger, depression, bargaining, acceptance.
Sex education: self-image, puberty, development of a foetus. Basic first aid	- Identify how to develop own self-esteem about self-image. - Explain how girls' and boys' bodies change during puberty. - Describe how a baby develops from conception through to nine months. - Understand how being physically attracted to someone changes the nature of the relationship. - To know school rules about health and safety, basic emergency aid procedures, where and how to get help.	- The importance of self-esteem - Characteristics of puberty - How a baby is conceived and develops over nine months. - Difference between a family relationship and sexually attracted relationship. - Consent	Self-esteem, self-image, puberty, menstruation, public hair, body odour, semen, hormones, ovulation, testicles, sperm, penis, vagina, fallopian tube, embryo, umbilical cord, foetus, pregnancy,