



JAMES COOK  
LEARNING TRUST

# PSHE CURRICULUM



JAMES COOK  
LEARNING TRUST

YEAR 1

PSHE CURRICULUM



# Year 1 PSHE Curriculum

## KNOW IT!

### What I should already know?

The names and roles of some adults in school and some school routines.

Some simple ways to solve conflicts with my peers.

How to identify and explain some of my feelings.

Some simple rules on how to stay safe when outside of school. (e.g.: road safety/public space on a trip).

That I should work cooperatively with others, using strategies such as taking turns or compromise.

That I should be kind towards peers and other living things.

How to manage my own personal hygiene needs.



### Key Vocabulary

<b>safe</b>	<b>Free from harm or danger.</b>
<b>proud</b>	<b>Pleased with something I have done.</b>
<b>consequences</b>	<b>Consequences happen as a result of what we do.</b>
<b>rewards</b>	<b>Things we get when we have done something good.</b>
<b>rules</b>	<b>Rules tell us the things we need to do.</b>
<b>safe</b>	<b>Places are safe when we are protected from danger.</b>
<b>similar</b>	<b>Being nearly the same as something.</b>
<b>bullying</b>	<b>Bullying is when you keep on hurting someone else on purpose.</b>
<b>friends</b>	<b>Friends are people who know and like each other.</b>
<b>goal</b>	<b>A goal is something you want to work to get or to do.</b>
<b>successful</b>	<b>To be successful means to do well.</b>
<b>healthy</b>	<b>Not to be sick.</b>
<b>ingredients</b>	<b>The things that are mixed together to make something.</b>
<b>household products</b>	<b>Adults use household products to help clean things.</b>
<b>family</b>	<b>A group of people connected to each other.</b>
<b>greeting</b>	<b>Something friendly you say or do to welcome someone.</b>
<b>human</b>	<b>A human being is a person.</b>
<b>lifecycle</b>	<b>The stages a living things goes through during its life.</b>
<b>positive</b>	<b>Something that is good.</b>



# TEACH IT

## BEING ME IN MY WORLD

### *Feeling special and safe and happy*



-  Explain why my class is a happy and safe place to learn.
-  Give examples of where I or others make my class happy and safe.

### *Rewards and feeling proud*



-  Understand what feeling proud means.
-  Give some examples of when I have felt proud.

## CELEBRATING DIFFERENCE

### *Similarities and differences*



-  Identify some ways in which I am similar and different to other people
-  Understand that no one is exactly the same and we are all special

### *Understanding bullying*


-  Explain what bullying is
-  Express how being bullied might make somebody feel.

## DREAMS AND GOALS

### *Setting goals*

-  Understand what a goal is
-  Identify a goal I would like to achieve and suggest some steps to achieve it.



### *Successes and achievements*

-  Explain how I feel when I am successful and how this can be celebrated positively.



### *Tackling new challenges together*

## HEALTHY ME

### *Keeping myself healthy*



-  Explain why I think my body is amazing
-  Identify some ways to keep it healthy.

### *Safety with household items*



-  Understand that household products can be very dangerous.
-  Give some examples of harmful household products I must not touch.

## RELATIONSHIPS

### *Belonging to a family*


-  Understand that we all belong to a family which is special
-  Identify who is in my family.

### *Making friends/being a good friend*



-  Explain why I have a special relationship with my friends
-  Give examples of behaviour in other people that I like and behaviours that I don't like.

## CHANGING ME

### *Life cycles – humans*

-  Understand that humans grow and change as they get older.




### *Changes since being a baby*

-  Identify changes in my body since I was a baby.
-  Recognise some different parts of the body and the parts which are 'private'.




# TEACH IT

## SUGGESTED TEACHING SEQUENCE





### BEING ME IN MY WORLD

-  **Share** and discuss 'safe places' - establish what it means to be safe. **Ask** the children to explain why they feel their class is a happy place to learn. (BM:1)
-  **Show** the children pictures of different faces—identify which children are proud and why? What does feeling proud mean? Collect ideas and statements from the children as to what makes them feel 'proud'. Think particularly about rewards. (BM:4)
-  **Remind** the children of our school rules. Discuss how they feel about the rules. Encourage the children to record their ideas in words and drawings. What happens if they don't follow the rules? (BM:5)

### CELEBRATING DIFFERENCE

-  **Play** 'Spot the difference'. Reinforce the language: 'the same as... and similar to...' when comparing images of animals, people, toys, plants, etc. Children to draw and use words to show how they share similarities with others. (CD:1/2)
-  **Explain** what bullying means (vocabulary list.). Discuss examples of bullying—especially the difference between one off incidents. Create anti-bullying slogans and drawings. (CD:3)
-  **Share** ideas of what the children would like to offer to new friends and suggest they try to make new friends. Discuss: 'what makes a good friend' and create some simple statements, 'I am a good friend because...' (CD:6)




### DREAMS AND GOALS

-  **Play** 'stepping stones' using four pieces of paper. Discuss that dreams and goals are often achieved through 'small steps', like a journey. For example, making a 'jam sandwich' - it doesn't just appear, small steps have to be taken along the way. Challenge the children to achieve/make something using the small steps approach, i.e. building a block tower or making a model from playdough. (DG:1)
-  **Discuss** how what happens when we are successful. How do we feel? What rewards might we get? Record what might happen if we achieve our goal.(DG:2)
-  **Role-play** successful/unsuccessful partner work. Discuss with the children the things they noticed, e.g. they have taken turns, they could have shared the equipment, etc. Children to design a welly in partners showing one goal that they both want to achieve.(DG:3)
-  Set the children a craft challenge. Agree the small steps to be taken to achieve a successful outcome.




# TEACH IT

## SUGGESTED TEACHING SEQUENCE




### HEALTHY ME

-  Discuss our bodies—what can it do? Explain how important it is to take care of it. What would happen if we didn't. Identify different things we can do to be healthy. Discuss diet, exercise, hygiene, sleep and safe decisions. Encourage the children to give reasons why these are important. (HM:1)
-  **Discuss** how cleaning products have ingredients that can cause serious harm. Show the children a range of household products and **ask** the children why we store them in a safe place. (HM:3)
-  **Recite** the '6 steps of crossing the road safely': 1) Think first, 2) Stop. 3) Use ears and eyes, 4) Wait until it's safe, 5) Look and listen, 6) Arrive safely. (HM:5)

### RELATIONSHIPS

-  **Invite** the children to draw and label a picture of their own family. Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the 'norm.' (RL:1)
-  Teacher to **role play** with different children various ways of greeting using different types of physical contact e.g. shaking hands, hugging, high five, gently bumping fists. Discuss with the children how they greet friends, family, teachers, etc. and ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like. (RL:2)
-  **Working in groups**, children have sets of the People cards and they turn one card over at a time and agree on who that person is and then reach consensus on whether that person can help them in school or not. Sort the cards into people who might help us in school and people who might help us outside school. (RL:4)

### CHANGING ME

-  **Identify** the stages of growth and change in humans by muddling up a sequence of photographs. Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood'. (CM:1)
-  **Discuss and reflect** how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn't when they were a baby). Ensure children understand that some parts are private (CM:2/3)
-  **Discuss** with the children how they might cope with changes as they grow and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. **Ensure** change is seen as positive. (CM:6)



JAMES COOK  
LEARNING TRUST

YEAR 2

PSHE CURRICULUM



# Year 2 PSHE Curriculum

## KNOW IT!

### What I should already know?

Some reasons why my class is a happy and safe place to learn.

That I am different and similar to other people in my class, and that this makes us all special.

How I feel when I am successful and how this can be celebrated positively.

Some ways to keep my body safe and healthy.

Why I have special relationships with some people and how these relationships help me feel safe and good about myself.

Some differences between now and when I was a baby and some of the changes that will happen to me as I get older.

The names of some different parts of the body and the parts which are 'private'.

#### VOCABULARY

safe, proud, consequences, rewards, rules, safe, similar, bullying, friends, goal, successful, healthy, ingredients, household products, family, greeting, human, lifecycle, positive

### Key Vocabulary



<b>worries</b>	<b>Worries make us feel troubled or anxious.</b>
<b>rights</b>	<b>Things we are allowed to do.</b>
<b>responsibilities</b>	<b>Rules we must follow or things we must do.</b>
<b>choices</b>	<b>Choices are when we choose between things.</b>
<b>fair</b>	<b>Things are fair when they are equal for everyone.</b>
<b>assumptions</b>	<b>We make assumptions when we think things are true without proof.</b>
<b>stereotype</b>	<b>An idea lots of people have that may be untrue or only partly true.</b>
<b>realistic goal</b>	<b>A realistic goal means there is a possibility of it being achieved.</b>
<b>challenging</b>	<b>Goals are challenging if they are difficult.</b>
<b>perseverance</b>	<b>Continuing to try even if things are hard.</b>
<b>strengths</b>	<b>Things we are good at.</b>
<b>co-operation</b>	<b>Working together to get something done.</b>
<b>medicine</b>	<b>Something used to help when we are sick or in pain.</b>
<b>relaxation</b>	<b>Being rested and calm.</b>
<b>stress</b>	<b>What you feel if you are worried or uncomfortable about something.</b>
<b>energy</b>	<b>You need energy to be able to do things.</b>
<b>trust</b>	<b>When you trust someone you believe what they say.</b>
<b>compliment</b>	<b>A compliment is when you say something nice about someone</b>





# TEACH IT

## BEING ME IN MY WORLD


### **Hopes and fears**

-  I can identify some of my hopes and fears for this year
-  I recognise when I feel worried and know who to ask for help

### **Rights and responsibilities**



-  Identify some rights and responsibilities we have in school
-  Explain why these are important to keep our class a safe and happy place

### **Making choices: rewards and consequences**



-  Understand that we make choices in school and these choices have consequences

## CELEBRATING DIFFERENCE


### **Assumptions and stereotypes about gender**

-  Identify some assumptions people make about boys and girls
-  Understand that we are all different and some assumptions are not true

### **Understanding bullying**


-  Identify features of bullying
-  understand that sometimes children may be bullied because they are different

### **Standing up for yourself and others**



-  recognise what is right and wrong and know how to look after myself

## DREAMS AND GOALS


### **Achieving realistic goals.**

-  choose a realistic goal and think about how to achieve it

### **Perseverance.**


-  Identify some steps I will need to take to achieve my goal
-  Understand that I will need to work hard to achieve my goal

### **Learning strengths.**



-  Understand that different people have different strengths and we can use these to help each other

## HEALTHY ME



### **Healthy choices**

-  Identify and compare some choices I can make to keep healthy

### **Medicines**



-  Know and express key safety rules around taking medicines
-  Understand why these rules must be followed to keep safe

### **Relaxation**



-  Explain why relaxing is important to keep healthy
-  Suggest some strategies to help relax

## RELATIONSHIPS


### **Different types of family.**

-  Explain who is in my family and why my family is special to me
-  Understand that families are all different

### **Friendship and conflict**



-  Know that all friends can fall out sometimes but it is possible to fix a broken friendship
-  Suggest some ways to try to mend a friendship

### **Trusting someone**



-  Explain what trusting someone means

## CHANGING ME

### **Life cycles in nature**

-  Recognise cycles of life in nature
-  Understand there are some changes that are outside my control and can recognise how I feel about this





### **Growing from young to old**

-  Explain some changes that have happened since I was a baby
-  Identify some changes that will happen to me as I get older





# TEACH IT

## SUGGESTED TEACHING SEQUENCE



### BEING ME IN MY WORLD

-  **Ask** the children if they have any worries about being in this new class/school year? Can they think of some suggestions to help? (BM:1)
-  **Reinforce** that rights and responsibilities are important to help us learn and be safe. **Make** an 'agreement' using the children's responses with regards to their 'rights and responsibilities' (discuss the vocabulary beforehand). (BM:2)
-  **Explain** that responsibilities enable us to enjoy coming to school to learn safely and happily. (BM:3)
-  **Guide** the children to reflect on negative/unhelpful behaviours and how they deserve a consequence instead of a reward. (BM:4)







### CELEBRATING DIFFERENCE

-  **Explain** to the children that we sometimes make 'assumptions' about boys and girls. Explain that the word assumption means to think something automatically. (CD:1)
-  **Make the point** that sometimes people can get bullied because they are different to the bully e.g. younger, wears glasses, is shorter, etc. (CD:3)
-  **Remind** the children that bullying is not fair or kind and that if it happens, children need to tell an adult they trust. (CD:4)
-  **Emphasise** that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong. Why is it good to be friends with someone who is different from ourselves? Make a jigsaw of friendship. (CD:6)

### DREAMS AND GOALS

-  Ask the children if they know what realistic means and explain that if we choose challenges that are too easy, they aren't really a challenge. Explain that challenges are very personal. What one person finds difficult another person might find easy. Can the children think why that might be? (DG:1)
-  Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder. Can the children colour in the step/rung of the ladder which they think might be the most difficult? (DG:2)





In groups and **working cooperatively**, encourage the children to create an imaginary dream bird that might live in the garden of dreams and goals. This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it. Help the children to focus on effective group work by asking questions such as:

-  Has everyone on your group got a job?
-  Is everyone clear in your team clear on the design of your bird?
-  Is everyone clear in your team what their role is?
-  Can you stop and think of an idea to use to help your group get on better with the task?
-  Have you got any ideas about how to solve problems when people in the group disagree?
-  What's working well in your group? (DG:4/5)





# TEACH IT

## SUGGESTED TEACHING SEQUENCE




### HEALTHY ME

-  **Ask** the children to identify the different ways that they can keep their bodies healthy. Make a list as a class. What choices can they make to keep healthy? Discuss good/bad choices.(HM:1)
-  **Teach the children:** They must never take medicine on their own; they must only take medicine when a trusted adult gives it them. They must only take the dosage it says on the bottle/packet (not more). They must NEVER take each other's medicine. Medicine must be kept in a locked cupboard out of children's reach at home. (HM:3)
-  **Ask** the children why it is important to relax. What would happen to us if we didn't relax? Relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern.(HM:2)
-  **Discuss** which foods our bodies need and don't need. Explore carbohydrates, fruits/vegetables and protein: these foods give us energy for a long time as

### RELATIONSHIPS

-  **Ask** the children why we have families. Explain they are there to protect us and love us. **Talk** about families and how we belong with them. In pairs invite the children to share all the different people in their family and why each one is special. (RL:1)
-  **Discuss** that it is possible for even the closest of friends to fall out sometimes, but we can learn how to fix a broken friendship if both people are willing to try. (RL:3)
-  **Ask:** What does it mean to trust someone? **Talk** about the things that help trust grow, e.g. honesty, always being there, keeping good secrets, being a good listener, standing up for you, etc. (RL:5)
-  **Explain** to the children that when someone says or thinks something nice about us, it is called a compliment. Some people can find it hard to accept compliments or believe them, but when someone says something nice it is always polite to say thank you and enjoy the nice feeling. (RL:6)

### CHANGING ME

-  **Show** different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult: humans, animals, plants (Link to science) (CM:1)
-  **Draw** out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder. **Explain** that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).(CM:2)
-  **Explain** that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to /worried about in their next school year. Link back to first lesson of the year. (CM:6)



JAMES COOK  
LEARNING TRUST

YEAR 3

PSHE CURRICULUM



# Year 3 PSHE Curriculum **KNOW IT!**

## What I should already know?

Some things that make my class a safe and fair place.

Sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

That working together can help to complete a task successfully and that skills can complement each other.

That foods and medicines can be good for my body and that there are less healthy/unsafe choices.

That some things might make me feel uncomfortable in a relationship and that this is different to relationships that make me feel special

Some differences between now to when I was a baby and say some of the changes that will happen to me as I get older.

### VOCABULARY

proud, consequences, rewards, rules, bullying, rights, responsibilities, choices. fair, assumptions, stereotype, realistic goal, challenging, perseverance, strengths, co-operation, medicine, relaxation, stress, energy, trust, compliment



## Key Vocabulary

<b>achievement</b>	<b>A success gained through hard work or skill.</b>
<b>anxieties</b>	<b>Worries or fears.</b>
<b>emotions</b>	<b>Feelings inside us.</b>
<b>solution</b>	<b>The answer to make something right.</b>
<b>support</b>	<b>Giving help to someone who needs it.</b>
<b>community</b>	<b>A group of people who live close together or have shared interests.</b>
<b>extended family</b>	<b>Members of our family who are not our parents or brothers/sisters.</b>
<b>resolve conflicts</b>	<b>To fix disagreements.</b>
<b>witness</b>	<b>A person who sees or hears something that happened.</b>
<b>bystander</b>	<b>Someone who is there but does not take part in an event.</b>
<b>unique</b>	<b>The only one of something.</b>
<b>ambition</b>	<b>A strong wish to be successful.</b>
<b>confident</b>	<b>Feeling sure of myself and my ability.</b>
<b>disability</b>	<b>A problem that makes it difficult to see, hear, walk or do a task.</b>
<b>obstacle</b>	<b>Something that stops progress.</b>
<b>evaluate</b>	<b>To judge how good something is.</b>
<b>respect</b>	<b>A feeling of caring for someone's well-being that can be shown by using good</b>
<b>hazard</b>	<b>Something that causes danger.</b>
<b>global</b>	<b>Having to do with the whole earth.</b>
<b>equality</b>	<b>Everyone being given the same opportunities.</b>
<b>thrive</b>	<b>To grow strong and healthy.</b>



# TEACH IT

## BEING ME IN MY WORLD


### *Feeling settled in our new year.*

-  Set a personal goal
-  Understand that feeling anxious about new situations is a normal feeling and know what to do or who to speak to help with anxieties

### *Making our school community a better place.*


-  Face new challenges positively, make responsible choices and ask for help when I need it.
-  Understand why rules are needed and how they relate to rights and responsibilities.

### *Everyone's right to learn*


-  Understand that my actions affect myself and others

## CELEBRATING DIFFERENCE



### *Accepting everyone is different.*

-  Understand that everybody's family is different and important to them

### *Resolving conflicts*

-  Understand that differences and conflicts sometimes happen among family members


### *Witnessing bullying*

-  Know what it means to be a witness to bullying
-  Know that witnesses can make the situation better or worse by what they do


### *Words that harm*

## DREAMS AND GOALS



### *Dreams and goals.*

-  Give an example of a person who has faced difficult challenges and achieved success.


### *My dreams and ambitions.*

-  Identify a dream/ambition that is important to me.

### *Tackling new challenges.*



-  Enjoy facing new learning challenges and working out the best ways for me to achieve them.
-  Work co-operatively on achieving our new challenge .

### *Identifying and overcoming obstacles.*



-  Recognise obstacles which might hinder my

## HEALTHY ME



### *Being fit and healthy.*

-  Understand how exercise affects my body
-  Know that the amount of calories, fat and sugar I put in my body will affect my health

### *Being safe.*


-  Identify things, people and places that I need to keep safe from,
-  Explain some strategies for keeping myself safe including who to go to for help

### *Safe or unsafe.*


-  Identify when something feels safe or unsafe
-  Take responsibility for keeping myself and others safe

## RELATIONSHIPS



### *Family roles and responsibilities.*

-  Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females


### *Friendship.*

-  Identify and put into practice some of the skills of friendship.

### *Keeping myself safe online.*


-  Know and use some strategies for keeping myself safe online
-  Know who to ask for help if I am worried or concerned about anything online

### *Being a global citizen.*


-  Explain how some of the actions and work of people around the world help and influence my life

## CHANGING ME



### *How babies grow.*

-  Understand what a baby needs to live, grow and thrive.

### *Family stereotypes.*

-  Start to recognise stereotypical ideas I might have about parenting and family roles.




### *Looking ahead.*

-  Identify what I am looking forward to when I move to my next class.
-  Understand where to go for support with any worries I may have.








# TEACH IT

## SUGGESTED TEACHING SEQUENCE




### BEING ME IN MY WORLD

-  **Show** the class floor book for PSHE and explain this will be the special book for keeping their work. Hand out a medal template to each child so they can write personal goal they have for this school year. **Explain** that it's perfectly normal to have worries when things are new or different. Ask the children to offer solutions to any of the worries. Can they suggest people in school who can help? (BM:1)
-  **Explain** one way that schools can become a 'Dream school' is to think about the **rights and responsibilities** everyone shares to make sure that every child learns as well as possible. Discuss difference between a dream and nightmare school. (BM:3)
-  Invite children to take turn setting out the responsibilities that we have in school. Match with rights that they have.




### CELEBRATING DIFFERENCE

-  **Invite** the children to draw a picture of their own family. Around the edge of the picture frame encourage the children write some words that explain what their family means to them. (CD:1)
-  Divide the children into small groups and give each group one of the family scenario cards. **Ask** them to discuss or role play the '**Solve it Together**' technique to resolve the conflict. (CD:2)
-  **Explain** to the children that witnesses to bullying are often referred to as bystanders. **Bystanders could:**
  -  Help the person being bullied in some way.
  -  Do nothing and ignore that it's happening.
  -  Join in with the bullying Ask the children to discuss in pairs why they think that some bystanders choose to ignore or join in? (CD:3/4)
-  **Show** the children the saying: 'Sticks and stones can break my bones but





### DREAMS AND GOALS

-  **Encourage discussion** about different types of challenge and draw out that what is challenging to one person is 'normal' to another. (DG:1)
-  **Invite** the children to think carefully about their own dreams and goals and draw or write these dreams on the petals of their flower. In the centre of the flower they can draw a picture of themselves when they have achieved one of their dreams. (DG:2)
-  **Outline** the goal to design a garden for people who face a particular challenge. Can the children think of some examples? (e.g visually impaired people, disabled people who use a wheelchair or frame, people who are hard of hearing, people who




### HEALTHY ME

-  **Show** the children the PowerPoint slide (see Jigsaw resource) 'My body in balance'. Invite the children if they understand what the PowerPoint slide is showing them. Explain that our bodies need energy to work, grow and exercise; and that energy comes from food and drink (calories or kilojoules). Our bodies also need to exercise to stay healthy. Our bodies are 'in balance' when we take in the right amount of energy and do the right amount of activity to use it. (HM:1)
-  **Discuss** with the children why they think certain people, places and things might be unsafe and the type of thoughts and feelings they experience when they feel scared or anxious. **Explain** that they can distinguish between hazards which they themselves cause (playing with things that they should not play with) and hazards which are caused by other people who do things to them (e.g. bullying). (HM:4)
-  **Explain** that sometimes we can experience situations that

### RELATIONSHIPS

-  **Ask** the children to draw each member of their family and to identify two jobs that each person, including themselves, does. What happens in households where only one gender is present? Do the things we see online, in movies and TV show stereotypes? Can the children think of some examples? (RL:1)
-  In small groups or pairs, **give** the children the chance to work through a friendship conflict scenarios using either the 'Solve it together technique' or the 'Mending Friendships' resource sheet. (see Jigsaw resources). Model this process so that the children recognise each of the steps so they can go through to reach a win-win solution (RL:2)
-  **Research, discuss and share** some strategies for keeping safe online. Discuss the people and organisations who can help if they are worried or concerned about anything online. (RL:3)
-  **Help** the children to recognise some of the actions and work of people around the world and how this has an influence and impact on our own every-day lives.  
Draw out the message that we are all closely connected to other people

### CHANGING ME

-  In pairs, **ask** the children to write down some things that a baby (including animals) can't do and needs an adult to do for them. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care. In order for babies to thrive. (CM:1)
-  **Recap** to the children what stereotypical means and draw out what roles seem to be more stereotypical than others. **Ask** the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. **Ask** them to think about why/how roles might be taken on in different families. (CM:5)
-  **Create** something which shows how the children are looking forward to next year (CM:6)



JAMES COOK  
LEARNING TRUST

YEAR 4

# PSHE CURRICULUM





# Year 4 PSHE Curriculum

KNOW IT!

## What I should already know?

That my behaviour can affect how others feel and behave.

That conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.

The different ways that help me learn and what I need to do to improve.

That I should be confident and positive when I share my success with others.

Some things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.

How my life is influenced positively by people I know and also by people from other countries.

That boys' and girls' bodies change as they grow up.

### VOCABULARY

consequences, rewards, bullying, rights, responsibilities, assumptions, stereotype, anxieties, emotions, solution, support, community, extended family, conflicts, witness, bystander, unique, ambition, confident, obstacle, evaluate, respect



## Key Vocabulary

<b>exclude</b>	<b>Prevent from joining in.</b>
<b>empathy</b>	<b>Being able to understand how others are feeling.</b>
<b>democratic</b>	<b>Everyone getting a say in how things are run.</b>
<b>United Nations</b>	<b>A large group of countries who agreed to work together to end wars</b>
<b>acceptance</b>	<b>To be willing to take something when it is given.</b>
<b>coping</b>	<b>Being able to manage things.</b>
<b>resilience</b>	<b>The ability to bounce back after challenges and tough times.</b>
<b>bias</b>	<b>Favouring of some ideas or people over others.</b>
<b>peer pressure</b>	<b>When people your age try to get you to act a certain way, or try to get you to do</b>
<b>power</b>	<b>Having control or influence over other people.</b>
<b>overcome</b>	<b>To win against.</b>
<b>mental health</b>	<b>The way we feel about ourselves and the world around us.</b>
<b>assertive</b>	<b>Knowing how to stand up for yourself without being hurtful or mean.</b>
<b>jealousy</b>	<b>Feeling that we want something that belongs to or to be like someone else.</b>
<b>grief</b>	<b>Feeling very sad about someone we have lost.</b>
<b>temporary</b>	<b>Not lasting forever.</b>
<b>negotiate</b>	<b>To have a discussion with another in order to settle something.</b>
<b>compromise</b>	<b>To settle by agreeing that each side will give up some demands.</b>
<b>genes</b>	<b>Genes carry the information that determines your features or characteristics that are</b>
<b>inherit</b>	<b>To have passed on to you.</b>


# TEACH IT

## BEING ME IN MY WORLD



### ***Becoming a Class 'Team'.***

-  Explain why being listened to and listening to others is important in my school community.
-  Know how good it feels to be included in a group and understand how it feels to be excluded

### ***Being a school citizen.***



-  understand who is in my school community, the roles they play and how I fit in

### ***Rights, Responsibilities and Democracy.***



-  Understand how democracy works
-  Explain why being democratic is important and can help me and others feel valued.

## CELEBRATING DIFFERENCE



### ***Judging by Appearances.***

-  Understand that, sometimes, we make assumptions based on what people look like
-  Describe time when my first impression of someone changed as I got to know them.

### ***Understanding influences.***



-  Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
-  Identify feelings of anxiety and fear associated with peer pressure.

### ***Understanding Bullying.***


-  know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure
-  know how it might feel to be a witness to and a target of bullying

## DREAMS AND GOALS



### ***Hopes and Dreams/Broken dreams***

-  Describe some of my hopes and dreams
-  Understand that sometimes hopes and dreams do not come true and that this can hurt

### ***Overcoming Disappointment.***



-  know that reflecting on positive and happy experiences can help me to counteract disappointment

### ***Creating New Dreams.***



-  Know how to make a new plan and set new goals even if I have been disappointed
-  Know how to work out the steps to take to achieve a

## HEALTHY ME


### ***.My Friends and Me.***

-  Understand how important my friendships are for my mental health
-  Recognise how different friendship groups are formed, how I fit into them and the friends I value the most

### ***Group Dynamics.***



-  Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
-  Describe how different people and groups impact on me and can recognise the people I most want to be friends with

### ***Healthy Friendships.***



-  Identify the features of a healthy (positive) friendship/ relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't

## RELATIONSHIPS



### ***Jealousy.***

-  Recognise situations which can cause jealousy in relationships
-  Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens

### ***Love and Loss: memories***



-  Know how most people feel when they lose someone or something they love
-  Understand that we can remember people even if we no longer see them

### ***Getting on and falling out.***



-  Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
-  Know how to stand up for myself and how to negotiate and compromise

## CHANGING ME



### ***Unique me.***

-  Understand that some of my personal characteristics have come from my birth parents
-  Appreciate that I am a truly unique human being

### ***Accepting change.***

-  Understand that there will be changes in my life; some I can control and some I can't
-  Identify changes that have been and may continue to be outside of my control that I learnt to accept





### ***Looking ahead.***

-  Identify what I am looking forward to when I move to a new class
-  Reflect on the changes I would like to make next year and describe how to go about this








# TEACH IT

## SUGGESTED TEACHING SEQUENCE



### BEING ME IN MY WORLD

-  **Ensure** that children all understand how it feels to be included and excluded from a group/team, and **discuss** the need for everyone in the class to feel included and valued as part of our class team. (BM:1)
-  **Reinforce** that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Make school citizen mind map.(BM:2)
-  Discuss concepts of fairness and democracy. **Introduce** 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. **United Nations Convention on the Rights of the Child**. Facilitate a discussion with the whole class about how we can take responsibility for making sure Articles 12 and 28 are implemented in our classroom. (BM:3)
-  **Reinforce** that every action has a consequence, talk about cause




### CELEBRATING DIFFERENCE

-  **Reinforce** that stereotypes are sometimes not helpful influences, and often the media reinforces these e.g. all homeless people are dirty, all asylum seekers are criminals etc. Discuss how the media often influences thoughts about others. (CD:1)
-  Children discuss peer pressure and the influence individuals have over one another and the impact this can have. Complete scenario cards.(CD:2)
-  **Remind** the children that bullying is different to one-off incidents because it is:
  -  Repeated over time
  -  Deliberate and hurting someone on purpose, not accidentally
  -  Unfair because the bully, or bullies have more 'power' than the person being bullied. If the bully seems to enjoy it, the person being bullied does not. (CD:3)
-  **Invite** the children to suggest reasons why bystanders sometimes choose to join in or ignore the situation. **Ask** the children what they feel the best course of action might be. **Explain** that some people can become internet 'trolls'




### DREAMS AND GOALS

-  **Ask** the children to think about a dream or a hope they have for the future. Using a the talking object, ask the children to share their ideas. **Ask** the children to share how it feels to have hopes and dreams? Do these dreams feel realistic? Possible? Exciting? Daunting? Share ideas. (DG:1/2)
- In groups **invite** the children to discuss potential disappointment scenarios. 1. How it might feel?2. What might the person do in that situation? 3. How could they overcome the hurt that this situation might cause? 4. How could they be more resilient? (DG:3)
-  **Help** the children to recognise that disappointment is hard to cope with but that there are often ways around the situation to help us to feel better, even if this isn't always straight away. **Explain** that if we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals. (DG:4)




### HEALTHY ME

-  **Explain** to the children that everyone has a range of different friendships and that we act differently within our different friendship groups. Also discuss that some of our friendships can change over time, and people can move to and from different friendship groups. This is a normal part of life. (HM:1)
- Discuss** the features of a healthy (positive) friendship/relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't put you under pressure etc.
-  **Emphasise** that in groups there are often people who are leaders and some who are followers. **Role-play** and discuss different roles in a group/team/organisation. Is there more than one leader? Could this caused a conflict? What roles would they choose? Can the children problem-solve potential disharmony within a group? How could the group work better? Can anyone be more assertive? (HM:2)
-  **Explain** to the children that, as they grow older and change, their opinions and beliefs grow and change too. Ask the children to think about something they used to believe was right/wrong but now don't (beware of Father Christmas/Tooth Fairy/Easter bunny exposés!) and ask why their belief has changed. Include some of

### RELATIONSHIPS

-  **Explain** that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards the other person/people, or even towards themselves. It can often result in anger or anxiety. (RL:1)
-  **Explain** to the children that the 'loss' or 'grief' cycle of feelings usually follows the same pattern of: • denial (not believing it's happened)• feeling angry• bargaining (e.g. wishing things could be back how they were)• depression/sadness• acceptance (e.g. remembering the good things about the thing or person we lost). **Be sure** to help children understand that all emotions/feelings are temporary, even the most sad and painful ones. When we lose someone special to us, sadness might always be with us, but it changes over time and we learn to cope with it. (RL:2/3)
-  **Discuss** scenarios which include:• A breach of trust• A breach of loyalty• Anger• Feeling betrayed• Good empathy between the pairs• Good negotiating skills• An effective compromise. Investigate how many of the pairs think the friendship in each scenario should continue and how many think it will have to end. If friendships end, does it have to be on bad terms or can it be an amicable agreement? (RL:4)

### CHANGING ME

-  **Give** the children these amazing facts about genes. *Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells.* Genes carry the information that give us our characteristics (traits). Share that we get half our genes from our birth mother and half our genes from our birth father. Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.(CM:1)
-  **Emphasise** that change is a natural part of life and something that we will all experience. Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. **Explain** that we can do things to help us manage change so that we cope with the change better. (CM:5)
-  **Ensure** children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and



JAMES COOK  
LEARNING TRUST

YEAR 5

PSHE CURRICULUM



# Year 5 PSHE Curriculum **KNOW IT!**

## What I should already know?

Why being listened to and listening to others is important in my school community.

That sometimes first impressions of someone change as we get to know them.

That sometimes bullying might be difficult to spot and what to do about it if I'm not sure.

That sometimes hopes and dreams do not come true, and we have to make new goals.

That sometimes other people can put me under pressure and can explain ways to resist this when I want to.

How people are feeling when they miss a special person or animal.

That some of my personal characteristics have come from my birth parents.

### VOCABULARY

unique, ambition, confident, obstacle, evaluate, respect, emotions, anxieties, exclude, empathy, democratic, United Nations, acceptance, coping, resilience, bias, peer pressure, power, overcome, mental health, assertive, jealousy, grief, temporary, negotiate, compromise, genes, inherit

## Key Vocabulary

<b>personal</b>	<b>Belonging to or affecting just you.</b>
<b>democracy</b>	<b>A government that is run by the people.</b>
<b>international</b>	<b>Involving lots of nations.</b>
<b>refugee</b>	<b>A person who leaves their country to seek protection.</b>
<b>culture</b>	<b>A way of life.</b>
<b>prejudice</b>	<b>A feeling of dislike against someone because of a characteristic (e.g. race).</b>
<b>racism</b>	<b>When people are treated unfairly because of their skin colour or background.</b>
<b>sexism</b>	<b>When people are treated unfairly because of their gender.</b>
<b>homophobia</b>	<b>When people are treated unfairly because they are gay.</b>
<b>career</b>	<b>A job that adults dedicate their life to doing.</b>
<b>aspiration</b>	<b>A strong desire to achieve something.</b>
<b>perseverance</b>	<b>When you push yourself to work through challenges.</b>
<b>motivation</b>	<b>The force to keep going even when things are tough.</b>
<b>recovery position</b>	<b>A safe lying position in which people should be put when they are unconscious so that they can continue to breathe.</b>
<b>characteristic</b>	<b>A special quality or appearance that makes someone different from others.</b>
<b>self esteem</b>	<b>Self-esteem means you mostly feel good about yourself.</b>
<b>grooming</b>	<b>When someone builds a trusting relationship with a child so they can abuse or manipulate them.</b>
<b>trolling</b>	<b>Sending threatening or upsetting messages on social networks, chat rooms, or online games.</b>
<b>gambling</b>	<b>Risking money on the way a game, race or other event will end.</b>

BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS
<p><b>My Year ahead.</b></p> <ul style="list-style-type: none"> <li>✎ Face new challenges positively and know how to set personal goals</li> </ul> <p><b>Being a citizen of my country.</b></p> <ul style="list-style-type: none"> <li>✎ Explain how democracy works and why it is important.</li> <li>✎ Understand my rights and responsibilities as a citizen of my country</li> </ul> <p><b>Responsibilities.</b></p> <ul style="list-style-type: none"> <li>✎ Understand my rights and responsibilities as a citizen of my country and a member of my school</li> <li>✎ Empathise with people in this country whose lives are different to my own</li> </ul> <p><b>Rewards and Consequences.</b></p>	<p><b>Different Cultures.</b></p> <ul style="list-style-type: none"> <li>✎ Be aware of my own culture</li> <li>✎ Understand that cultural differences sometimes cause conflict</li> </ul> <p><b>Racism.</b></p> <ul style="list-style-type: none"> <li>✎ Understand what racism is</li> <li>✎ Be aware of my attitude towards people from different races</li> </ul> <p><b>Rumours and Name Calling.</b></p> <ul style="list-style-type: none"> <li>✎ Understand how rumour-spreading and name-calling can be bullying behaviour</li> <li>✎ Describe a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one</li> </ul>	<p><b>When I Grow Up (My Dream Lifestyle).</b></p> <ul style="list-style-type: none"> <li>✎ Understand that I will need money to help me achieve some of my dreams</li> <li>✎ Identify what I would like my life to be like when I am grown up</li> </ul> <p><b>Investigate Jobs And Careers: My Dream Job.</b></p> <ul style="list-style-type: none"> <li>✎ Know about a range of jobs carried out by people I know and explore how much people earn in different jobs</li> <li>✎ Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> </ul> <p><b>Dreams and Goals of Young People In Other Cultures.</b></p> <ul style="list-style-type: none"> <li>✎ Describe the dreams and goals of young people in a culture different to mine</li> </ul>
HEALTHY ME	RELATIONSHIPS	CHANGING ME
<p><b>Smoking.</b></p> <ul style="list-style-type: none"> <li>✎ Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> </ul> <p><b>Alcohol.</b></p> <ul style="list-style-type: none"> <li>✎ Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> </ul> <p><b>Emergency aid.</b></p> <ul style="list-style-type: none"> <li>✎ Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li>✎ Know how to keep myself calm in emergencies</li> </ul>	<p><b>Recognising Me.</b></p> <ul style="list-style-type: none"> <li>✎ Describe who I am as a person in terms of my characteristics and personal qualities</li> <li>✎ Know how to keep building my own self-esteem</li> </ul> <p><b>Safety with Online Communities.</b></p> <ul style="list-style-type: none"> <li>✎ Understand that belonging to an online community can have positive and negative consequences</li> <li>✎ Recognise when an online community feels unsafe or uncomfortable</li> </ul> <p><b>Online Gaming.</b></p> <ul style="list-style-type: none"> <li>✎ Know there are rights and responsibilities when playing a game online</li> <li>✎ Recognise when an online game is becoming unhelpful or unsafe</li> </ul>	<p><b>Self and Body Image.</b></p> <ul style="list-style-type: none"> <li>✎ Be aware of my own self-image and how my body image fits into that</li> <li>✎ Know how to develop my own self esteem</li> </ul> <p><b>Puberty for Girls.</b></p> <ul style="list-style-type: none"> <li>✎ Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> </ul> <p><b>Puberty for Boys.</b></p> <ul style="list-style-type: none"> <li>✎ Describe how boys' and girls' bodies change during puberty</li> <li>✎ Express how I feel about the changes that will happen to me during puberty</li> </ul> <p><b>Looking ahead.</b></p> <ul style="list-style-type: none"> <li>✎ Identify what I am looking forward to when I move to my next class.</li> </ul>

# TEACH IT

## SUGGESTED TEACHING SEQUENCE

### BEING ME IN MY WORLD

✎ Children to write **five personal learning goals** for the coming year (academic, social, behavioural). Children to choose one of their goals and help each other work out the steps they need to take to achieve this goal. (BM:1)

✎ Recap children's understanding of democracy.

**Ask** children what they know about the UNCRC (United Nation Convention on the Rights of the Child). **Explain** that it is an international charter that was written to guarantee the rights of all children. In table groups ask the children to list what rights they think all children should have. Share some of their ideas and then hand out a set of UNCRC Article cards to each group. Invite the children to see if any of the rights on the cards matched with their ideas. Are there some rights that they hadn't thought of that are important? Est list of 6 rights. (BM:2)

✎ In groups children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. Each group decides on one important responsibility for each right. They write each responsibility on a post-it, ending up with 6 post-its. (BM:3)

**Ask** the children to work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country. **\*Link discussion to UNCRC\***

### CELEBRATING DIFFERENCE

✎ **Invite** the children think about situations where differences have led to conflicts. **Explain** that sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. Discuss how differences in culture/s can be celebrated and shared to bring people closer together. (CD:1)

✎ **Ask** the children if they know what racism is? **Explain or clarify** that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. **Explain that all forms of racism are unacceptable.** (CD:2)

✎ **Reinforce** the facts about bullying. Ensure children know that name-calling and rumour-spreading can be just as hurtful as physical bullying. Discuss different forms of prejudice that can lead to bullying: sexism, racism, homophobia etc.(CD:3)

✎ **Discuss** the difference between direct and indirect bullying. Read out each of the statements, one at a time, from the direct/indirect bullying list (see Jigsaw CD:4). Children stand in either the direct or indirect corner of the room according to whether they think the behaviour read out is a form of direct or indirect bullying. (CD:4)

### DREAMS AND GOALS

✎ In talking partners, **ask** the children to think about what they would like their life to be like when they are grown up. How might it be different? What might they be able to do that they can't do now? Do they have an ambition/dream that wasn't shown in the pictures? What might they like to be able to do?

**Facilitate** a discussion about:

- ✎ Who earns the most and why might that be?
- ✎ Who contributes the most to society?
- ✎ Who should earn the most based on the job they do?
- ✎ Do we always choose a profession based on salary?
- ✎ Does a high salary mean that we are successful? (DG:1)

✎ **Invite** the children to work with a partner to research their ideal job/career using the internet or school library. They will need to find out about and record:




- ✎ Job title
- ✎ Job description/main duties
- ✎ Qualifications needed
- ✎ Salary
- ✎ 3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc. (DG:2/3)






# TEACH IT

## SUGGESTED TEACHING SEQUENCE





### HEALTHY ME

-  **Show** the class the Tobacco Industry's Poster Child (teacher to source). Focus on each of the areas of the body and the effects of smoking. Ask children if they would add any others, or mention other vital organs like the liver. Ask if smokers saw this poster would it be a good advert for smoking? Would it make them give up? Would it encourage young people to start smoking? (HM:1)
-  **Explain** that misusing alcohol can mean that people act anti-socially; ask the children why they think that is. Clarify that, for some people, anti-social behaviour starts when they have too much alcohol. Discuss how alcohol can also have a negative impact on a person's mental and physical health. (HM:2)
-  **Ask** the children to think of some emergency situations that they might come across and how they might help. **Encourage** them to think of a full range of emergencies - from someone cutting a finger to falling over in the playground to more extreme situations where someone collapses or is very ill and needs to go to hospital - and to be detailed in their explanations about how they could help. **Clarify** any points about which they are unsure and ensure that in each situation that requires it,

### RELATIONSHIPS

-  Children to **explore** and **share** their own self-perception and whether it is the same as or different from their partner's view of them. Did they get any surprises? **Discuss** the possible reasons for any differences. Has their self-esteem been boosted because someone has recognised a personal quality that they didn't see in themselves? (RL:1)
-  **Ensure** that the children are aware that even a seemingly innocent text/post or activity online needs to be considered carefully and to also consider the potential consequences it might have for them and others. (RL:2/3)
-  **Explain** that any online community has some degree of risk, so we need to consider what the risks are. **Emphasise** the need to THINK before we do anything on the internet to ensure it is safe and helpful for us and others. Reinforce the different rights and responsibilities that we should expect online and the upmost need for personal safety. (RL:4)

### CHANGING ME

-  **Raise** the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? **Reinforce** the point that what we see online may not always be a true perception.  
**Explain** that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see in the media, online or even against our friends? (CM:1)
-  Puberty -Girls: **Teach** the effects of puberty on the female body and how it prepares to have a baby, which results in menstruation/monthly periods. *See Jigsaw suggested script (excluding sex education content)* (CM2)
-  Puberty - Boys: Teach the effects of puberty on the male body and the functions of the male genitalia. Ensure all the children understand the male reproductive system. *See Jigsaw suggested script (excluding sex education content)* (CM:3)
-  **Invite** the class to work groups of four to **discuss** and **agree** on four changes they are looking forward to but maybe a little scared of when in the next academic year or beyond. (CM:6)





JAMES COOK  
LEARNING TRUST

YEAR 6

PSHE CURRICULUM



# Year 6 PSHE Curriculum **KNOW IT!**

## What I should already know?

Why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.

The differences between direct and indirect types of bullying

A range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

That young people from different cultures can have different dreams or goals to mine.

That people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

A range of strategies to manage my friendships and relationships, including how to stand up for myself, negotiate and to resist peer pressure.

How boys and girls change during puberty and why looking after myself physically and emotionally is important.

VOCABULARY (see over for puberty vocabulary)

emotions, anxieties, empathy, United Nations, resilience, peer pressure, power, mental health, assertive, compromise, personal, democracy, international, refugee, culture, prejudice, racism, sexism, homophobia, career, aspiration, perseverance, motivation, recovery position, characteristic, self esteem, grooming, trolling, gambling

## Key Vocabulary

<b>universal</b>	Having to do with the whole world's population.
<b>collaboration</b>	When people work with each other to complete a task .
<b>perception</b>	The ability to become aware of or know through the senses.
<b>discrimination</b>	when a person is treated in a worse way because of some aspect of their identity.
<b>equality</b>	The state of being equal, especially in rights or opportunities.
<b>diversity</b>	Understanding that each individual is unique, and recognizing our differences.
<b>transgender</b>	A term used to describe people who may act, feel, think, or look different from the sex they were assigned at birth.
<b>imbalance</b>	Lack of balance between two things.
<b>harassment</b>	To deliberately annoy or upset again and again.
<b>illegal</b>	Against the law.
<b>restricted</b>	Limited in some way.
<b>prescribed</b>	Ordered by a doctor.
<b>gang</b>	A group of people acting together, often to do something illegal.
<b>reputation</b>	The level of respect with which a person is thought of by others.
<b>anti-social behaviour</b>	Behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to other people.
<b>mental illness</b>	When people have a mental illness, or disorder, they cannot control certain feelings, thoughts, or actions.
<b>stigma</b>	A negative and often unfair belief that people have about something.
<b>self-harm</b>	Self-harm is when someone hurts or injures their body on purpose.
<b>bereavement</b>	When a person loses someone of importance in their life.

# Year 6 PSHE Curriculum **KNOW IT!**

## Puberty Key Vocabulary (from Y5)

Puberty	When a child's body begins to develop and change as they become an adult.
Menstruation/period	The days when blood and tissue leave a girl or woman's body through her vagina.
Sanitary Towel/Pad	A pad of thick soft material which women wear to absorb the blood during menstruation.
Tampon	An absorbent cylinder of material put inside the vagina to absorb the blood before it comes out.
Ovaries	Two oval organs inside a woman's body that produce eggs.
Vagina	The passage inside a woman's body that leads to the uterus.
Penis	An organ used for urinating and sexual reproduction.
Uterus	The part of a woman's body where a baby grows.
Semen	A whitish liquid containing sperm.
Sperm	The sperm is the human male's sex cell.
Testicles	The part of a male's body where sperm are made.
Erection	When a male's penis becomes hard and enlarged.
Growth spurt	A short period of time during puberty when someone experiences quick physical growth in height and weight.
Hormones	Special chemicals your body makes to help it do certain things.



## SRE— Key New Vocabulary

Pregnancy	When a female has an unborn baby inside her.
Embryo	An unborn human in the earliest stages of growth.
Foetus	The stage that an unborn human goes through before it is born as a baby, once its structure is formed.
Placenta	The placenta is a temporary organ found in a woman while she is pregnant which provides nutrients to the foetus.
Umbilical cord	The long cord that connects the foetus to its mother and delivers its nutrients.
Labour	Labour is the process by which a female gives birth to her baby.
Contractions	When the muscles of your uterus tighten up like a fist and then relax. Contractions help push your baby out.
Cervix	The vagina connects with the uterus at the cervix.
Midwife	A trained professional who person who assists women before, during and after childbirth.


# TEACH IT

## BEING ME IN MY WORLD


### **Identifying goals for the year.**

-  Identify my goals for this year.
-  Understand my fears and worries about the future and know how to express them.

### **Global citizenship.**



-  Know that there are universal rights for all children but for many children these rights are not met.

### **Children's universal right.**


-  Understand that my actions affect other people locally and globally.

## CELEBRATING DIFFERENCE


### **Normality.**

-  Understand there are different perceptions about what normal means.
-  Empathise with people who are different.

### **Understanding difference.**



-  Understand how being different could affect someone's life.

### **Power Struggles.**


-  Explain some of the ways in which one person or a group can have power over another.

## DREAMS AND GOALS

### **Setting goals.**



-  know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
-  understand why it is important to stretch the boundaries of my current learning.

### **Steps to Success**


-  work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.

## HEALTHY ME


### **Keeping myself healthy.**

-  Take responsibility for my health and make choices that benefit my health and well-being.
-  Be motivated to care for my physical and emotional health.

### **Drugs**



-  Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

### **Gangs**


-  Know why some people join gangs and the risks this involves

## RELATIONSHIPS


### **My mental health**

-  Know how to take care of my mental health.
-  Understand how to help myself and others when worried about a mental health problem.

### **Love and loss**


-  Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.

### **Power and Control**


-  Recognise when people are trying to gain power or control.

## CHANGING ME

### **Puberty**

-  explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.





### **Conception to birth (parental consent)**

-  describe how a baby develops from conception through the nine months of pregnancy, and how it is born.





### **Real self to ideal self**

# TEACH IT




## HEALTHY ME

-  **Explain** that they are going to act as agony aunts. When they do this, they should include advice about the character needing to take responsibility for the 'problem' and also offer them suggestions to improve the situation. (HM:1)
-  **Explain** that drugs can be split into four groups: restricted, unrestricted, prescribed and illegal and tell the children what each of these means by showing the PowerPoint slide. Ask the children why they think there are four groups of drugs and whether they might want to add another group. Take their feedback and discuss why it is useful to have identified groups. Explain that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. (HM:2)
-  **Ask** the children to give some examples of anti-social / illegal behaviour that a gang might be involved with. **Explain** that drug and alcohol misuse make gangs riskier to belong to. Can the children think of reasons why that might be? (HM:4)
-  **Explain** that mental illnesses are just as common as physical illnesses and if people are

## RELATIONSHIPS





-  **Emphasise** that challenges, stress and anxiety are a NORMAL part of life and alone they don't signify a mental health problem. **Explain** that the things we can do to support our mental health helps counteract the challenges so our mental health stays in balance. **Discuss** the strategies for coping with mental health issues. *Signpost to sources of support you have available in your setting and to other sources of support such as Childline, YoungMinds etc.* (RL:1/2)
-  **Explain** how we can all go through feelings of grief if difficult changes happen in our lives or if we suffer a specific loss and that there are often a range of feelings we experience through a cycle of grief. (RL:3)
-  **Highlight** that somebody trying to gain power or control over someone else might not be doing it on purpose and might not realise they are doing it. In other cases, it may be planned and deliberate. (RL:4)
-  **Discuss** that we all have to take some personal responsibility for how we use the internet, and judge for ourselves whether something is real or fake; true or untrue; safe or unsafe. **Share** the 'SMART' acronym for e-safety (**Safe, Meeting, Accepting, Reliable, Tell**), discuss the importance

## CHANGING ME





-  Use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.  
  
You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. (See vocab list) (CM:2)
-  **(Parental consent)** **Explain** that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;  
  
**Explain** for a baby to be made, a sperm from the father and an egg from the mother must meet;  
  
**Explain** that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (CM:3)
-  **Explain** that the bigger the distance between the ideal self and the real self, the greater the

# TEACH IT




## BEING ME IN MY WORLD

-  **Discuss** the reasons why people are successful and the times when they have enjoyed success. Working in small groups, the children will present their ideas on what it takes to be successful and then use those ideas to create personal goals for the year. (BM:1)
-  **Explore** the idea of stereotyping and that sometimes there is more than one side of a story to think about. Briefly facilitate a class discussion about the children's perceptions of life for many children in Ghana. (BM:2)
-  **Revisit** the life of a child worker on a Ghanaian cocoa plantation, the child (in pairs) should highlight on their Maslow triangles the needs which are not being met. (BM:3)
-  **Debate** the importance for people to have their say and be listened to and the importance of voting and accepting a democratic decision. Explain that in most countries that is how the Government works, and in Law Courts there is a

## CELEBRATING DIFFERENCE

-  **Explain** that sometimes people's perceptions about what is normal can cause them to be prejudiced. **Ask** the children if they know what the terms *prejudice and discrimination* mean? (CD:1)
-  **Emphasise** that a kind community is accepting of all sorts of different people, and that we have shared rights and responsibilities to help that happen. Does the Equality Act help these people? (CD:2)
-  **Establish** with the children that there are different ways that people gain power over others and that they can only use this power if you let them. Working in groups, children have the power scenario resource sheet and discuss each scenario to establish what gives power to the people in each scenario. (CD:3)
-  **Establish** a list of reasons as to why people may use bullying behaviours. **Discuss** how the person being bullied in the scenario could manage their

## DREAMS AND GOALS

-  **Share** an aspiration/s. They maybe a career ambition, or something personal such as learning to swim, or learning to drive. If possible, include potential obstacles and challenges that had to be overcome and how you can succeed in the end. (DG:1)
-  **Show** the children images of totem poles and the totem pole goalsetting template. Explain to the children that we are going to use this template as a planning tool to look at how we might reach our goals. (DG:2)
-  **Invite** the children to write or draw something that represents: 'My dream for the world'. (DG:3)