

**EVERY
CHILD**

Belonging
Nurture
Safety



**EVERY
CHANCE**

Opportunities
Inclusive
Adapt

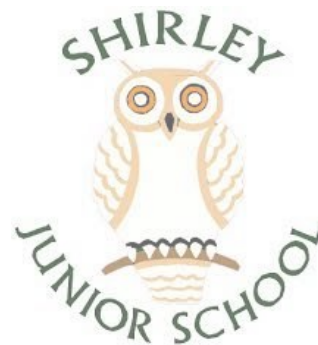


**EVERY
DAY**

Understanding
Consistent
Ambitious



PSHE at Shirley Junior School



KINDNESS.
RESPECT.
INTEGRITY.

VISION

In our Shirley schools, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society. Our PSHE curriculum equips children with relevant and meaningful content which is supported through an emphasis on emotional literacy, building resilience, being aware of virtuous relationships and nurturing mental and physical health. Our curriculum is designed using local and national data which informs our decisions for our chosen curriculum.

With an ever changing society, we are able to provide our children with an understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. We intend to equip pupils with an age-appropriate understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.



KINDNESS.

RESPECT.

INTEGRITY.



Personal



Health

P.S.H.E.



Social



Economic

By the time our children leave our school, they will:

- have a ready willingness and ability to try new things, managing **risks**
- push themselves and **persevere**
- have a good understanding of how to stay **safe** and **healthy**
- know how to develop **positive relationships**
- have an appreciation of the **rights** and **responsibilities** of what it means to be a positive member of a **diverse, multicultural society**
- have a strong **self-awareness**, interlinked with **compassion** of others
- develop strategies to tackle many of the **moral, social** and **cultural** issues that are part of **growing up**



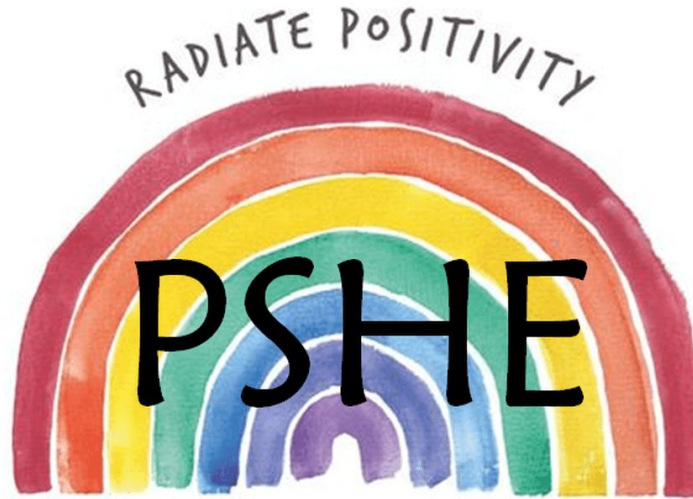
Big question-

- brain dump/initial response
- What do I know already?

Approach to learning

RESPOND

- share my thoughts about the big question.



ACQUIRE

- explore and learn key knowledge linked to big question

REFLECT

- what does this mean to me?

Key Concepts

RELATIONSHIPS

Friendship

Family

Respect

Online Relationships

LIVING IN THE WIDER WORLD

Community

Money

Equality

Work

Safety - golden thread that links through all of our key knowledge learning.

HEALTH AND WELLBEING

Physical Health

Mental Health

Growing and changing

Drug safety

SEX AND RELATIONSHIPS

Emotional

Physical

Knowledge progression - Relationships

Strand		Year 3	Year 4	Year 5	Year 6
R E L A T I O N S H I P S	Families and friendships	<p>I recognise and respect that there are different types of family structure</p> <p>I can identify features of positive family life as well as different conflicts that might arise</p>	<p>I can recognise when a confidence or secret should be kept</p>	<p>I can recognise different types of relationship</p> <p>I recognise when a friendship is making me feel unsafe, especially with regards to consent</p> <p>I am aware of how to seek advice and support if a friendship breaks down</p>	<p>I am aware there are different types of relationship (including romantic & intimate)</p> <p>I recognise that attraction between people can be of any gender, ethnicity or faith</p> <p>I am aware that growing up comes with increased opportunities and responsibilities</p>
	Safe relationships	<p>I am aware that a healthy friendship does not make others feel lonely or excluded</p> <p>I can build positive friendships</p> <p>I can manage when there is a friendship problem and seek support if needed</p> <p>I know who a trusted adult is</p>	<p>I know how to respond to hurtful behaviour.</p> <p>I know how to manage confidentiality and what permission is.</p> <p>I can recognise risks online.</p>	<p>I know my own personal boundaries.</p> <p>I know what consent is and how it can keep me feeling safe.</p>	<p>I can judge what kind of physical contact is acceptable and how to respond.</p> <p>I recognise when I need to break a confidence.</p>
	Respecting ourselves and others	<p>I recognise the different roles of people in a community</p> <p>I appreciate that we have a shared responsibility to care for others, our environment and living things</p> <p>I am aware of the benefits of living in a diverse community</p>	<p>I can model being polite in different situations</p> <p>I am aware of my rights and responsibilities</p> <p>I can recognise discrimination and know what to do if I witness it</p>	<p>I can respond respectfully and appropriately to different people from different roles and backgrounds.</p> <p>I can recognise prejudice and discrimination.</p>	<p>I can express an opinion and respect other points of view</p> <p>I understand the importance of how I conduct myself, embodying our values of respect, integrity and kindness.</p>

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Knowledge progression - Health & Wellbeing

Strand		Year 3	Year 4	Year 5	Year 6
H E A L T H & W E L L B E I N G	Physical Health	<p>I can make a choice about how to develop a healthy lifestyle (diet and exercise)</p> <p>I can set set suitable fitness challenges</p>	<p>I can state how mental and physical health are both important</p> <p>I realise the necessity of: good oral hygiene; quality sleep and body hygiene.</p>	<p><i>I know how medicines, vaccinations and immunisations play a role in my physical health.</i></p> <p><i>I know how to keep my body safe in the sun.</i></p>	<p>I am aware of how mental and physical health are linked</p> <p>I recognise the factors that constitute a healthy lifestyle</p>
	Mental Wellbeing	<p>I am aware of how my emotions make me feel</p> <p>I am developing an awareness of whether my reactions to my feelings are appropriate and proportionate</p> <p>I am aware that it is not always right to keep secrets</p>	<p>I can identify positive things about myself</p> <p>I can suggest ways of coping with a set back</p> <p>I can respond proportionately to and manage feelings in different situations</p> <p>I can access advice and support</p>	<p>I know the importance of healthy sleep habits on my mental and physical health.</p> <p>I know that I can use a range of strategies to support my emotional wellbeing.</p>	<p>I can manage my feelings but know how to get support when things are difficult</p> <p>I know how to manage change, loss and bereavement.</p> <p>I can manage my time online and know how screen time can impact mental health.</p>
	Growing and changing	<p><i>I know my personal strengths and achievements.</i></p> <p><i>I know how to manage problems and see the positive.</i></p>	<p><i>I know the importance of hygiene.</i></p> <p><i>I know how to have a healthy hygiene routine.</i></p>	<p>I can understand what makes up a person's identity - personal identity</p> <p>I can recognise and respect similarities and differences between people</p> <p>I have strategies so I can challenge stereotypes</p>	<p>I have strategies to help me manage changes (incl moving to secondary school)</p> <p>I am aware of how to seek further information or support</p>
	Keeping Safe	<p>I able to keep my body safe in different situations</p> <p>I can react and respond to a minor injury</p> <p>I am able to seek help in an emergency</p>	<p>I am able to recognise and manage risk to keep safe in the local environment</p> <p>I can manage unwanted peer pressure and recognise anti-social behaviour.</p> <p>I understand that rules help keep us safe</p> <p>I can report my concerns and know a trusted adult I can confide in</p>	<p>I am able to carry out basic first aid</p> <p>I understand when it is important to seek adult help</p> <p>I recognise the need to remain calm and how to contact emergency services.</p>	<p><i>I know how to keep myself and my personal information safe.</i></p> <p><i>I know how regulations are in place to keep me safe.</i></p> <p><i>I know that I can make choices to follow regulations/laws to keep myself safe.</i></p>
	Drug Safety	<p>I am aware that household items and medicines can be harmful if not used correctly</p> <p>I understand how smoking, especially passive smoking can affect the body</p>	<p>I am aware of the rules of drugs as medicines</p> <p>I understand the effects of smoking and alcohol intake</p>	<p>I am aware of how everyday drugs can affect health and well-being.</p> <p>I recognise the difference between legal and illegal drugs.</p> <p>I understand how to resist peer pressure .</p> <p>I recognise the risks associated with drugs</p>	<p>I am aware of the classification of drugs, alcohol and tobacco</p> <p>I am aware of the legal aspects of substance abuse</p>

Knowledge progression - Living in the Wider World

Strand		Year 3	Year 4	Year 5	Year 6
LIVING IN THE WIDER WORLD Media literacy and digital resilience is explicitly taught through our e-safety curriculum	Belonging to a community	I know the importance of rules and laws. I understand that everyone has rights, freedoms and responsibilities in a community.	I know what makes a community. I know we have shared responsibilities. I realise that everyday choices can affect the environment I am aware of my responsibility in making a difference	I can recognise the diversity of a community. I know that stereotypes exist and know how to challenge them.	I value the diversity of communities. I can challenge discrimination and stereotypes.
	Money and work	I know there are different jobs which need different skills. I can set my own goals and aspirations for my future.	I can identify different jobs which match my own aspirations. I know that there can be different influences on career choices. I know that there are job workplace stereotypes.	I am aware of what a budget is. I appreciate what value for money refers to I am aware that taking risks with money can affect people's emotional state	I know the role of money in society and understand financial risks linked to money. I know what can influence attitudes towards money.

[E-safety curriculum found here.](#)

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Knowledge progression - Sex and Relationships

	Year 3	Year 4	Year 5	Year 6
SEX & RELATIONSHIPS	<p>I can identify male and female body parts</p> <p>I understand the need for personal space</p>	<p>I understand the stages of the human life-style</p> <p>I am aware of what happens when puberty starts</p> <p>I recognise the external genitalia in males and females</p>	<p>I am aware of the emotional and physical changes at puberty including the necessity for cleanliness and hygiene</p> <p>I understand what appropriate touch is</p> <p>I can identify the sexual organs and state their function</p> <p>I recognise the range and intensity of feelings to others</p>	<p>I am aware of what commitment means and consent</p> <p>I understand how babies are made (conception and reproduction)</p>

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Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	<u>(Mental wellbeing)</u>	<u>What is a healthy friendship?</u> (safe relationships)	<u>What are families like?</u> (Families and friendships)	<u>What makes a community?</u> (Belonging to a community)	(Keeping Safe)	(Growing and changing)
	<u>Why should we eat well and keep active?</u> (Physical health)			(Respecting ourselves and others)	(Drug Safety)	(RSE)
YEAR 4	<u>What strengths, skills and interests do we have?</u> (Mental Wellbeing)	<u>How do we treat each other with respect?</u> (Respecting ourselves and others)	(Families and Friendships)	<u>How can our choices make a difference to others and the environment?</u> (Belonging to a community)	(Keeping Safe)	(Growing and changing)
	(Physical Health)		(safe relationships)		(Drug Safety)	(RSE)
YEAR 5	<u>How can friends communicate safely?</u> (Families and Friendships)	<u>What decisions can people make with money?</u> (Money and work)	<u>How can drugs common to everyday life affect health?</u> (Drug Safety)	<u>What makes up a person's identity?</u> (Growing and changing)	<u>How can we help in an accident or emergency?</u> (Keeping Safe)	(Mental wellbeing)
			(Physical Health)	(Belonging to a community)		(RSE)
				(Respecting ourselves and others)		(Safe relationships)
YEAR 6	<u>How can we keep healthy as we grow?</u> (Physical Health)	(Keeping Safe)	(Mental wellbeing)	(Families and Friendships)	(Respecting ourselves and others)	(Growing and changing)
						(RSE)
						(Safe relationships)