

## Curriculum Overview: PSHE (including RSE)

*'It's all about learning to be a better person now and for when you grow up!'*

**Ronnie Nicolls (Y6)**

*Our children live in an ever-changing, rapidly advancing world where new knowledge and new skills need to be acquired, understood and mastered at a rate previously unheard of.*

*We aim to enable children to learn the full range of knowledge, skills and understanding in order to appreciate their world as well as recognising and embracing their role in becoming citizens who make a positive contribution to our society; now and in the future.*

*Our community and its environment help shape the way in which we structure learning opportunities. We balance the celebration of all positive aspects of our local context with the ability to look beyond the Furness Peninsula in order to understand and embrace the wider world.*

*We are totally committed to learning of the highest standard in academic, personal and social forms and have these aspirations for all children in our care.*

Our PSHCE curriculum draws on a number of sources to ensure a broad and balanced approach to learning which progresses in an age-appropriate manner over the four years the children spend here at George Romney Junior School. We consider important documents such as DfE guidance on the teaching of PSHE and RSE (*Relationships Education, Relationships and Sex Education and Health Education July 2019*). We have a whole school policy in place which is reviewed by the SMSC committee and we use questionnaires and audit tools to check for curriculum coverage and teacher confidence. We look at ideas and resources from local organisations such as Cumbria's Public Health Team; as well as national organisations such as the Coram Life Education. As a school committed to global learning, we are mindful of the UN sustainable development goals and we make links to relevant SDGs when appropriate - see progression below. There are many events during the school year when there is a local or national focus on specific issues. When this occurs, assemblies are themed accordingly and staff often complete linked follow-up learning activities such as 'Safer Internet Day' in February or 'Anti-bullying Week' in November.

Our curriculum is...

real-life  
and  
relevant

progressive  
and  
sequenced

broad  
and  
balanced

local,  
national &  
international

So our learners are...

excited  
and  
inspired

co-operative  
and  
collaborative

confident  
and  
proud

independent  
and strong

## Planning Progression:

Y3/Y4 Cycle A	
Good to be Me: Me and my Relationships  GG 3	I can usually accept the views of others and understand that we don't always agree with each other. I can find ways of helping others to resolve arguments or disputes. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.
Valuing Differences *Anti-bullying Week	I can give examples of different community groups and what is good about having different groups. I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.
Keeping Safe *Safer Internet Day	I can say what I could do to make a situation less risky or not risky at all. I can say why some people might take risks and why others choose to avoid risky situations. I can say why medicines can be helpful or harmful. I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.
Rights and Respect	I can say some ways of checking whether something is a fact or just an opinion. I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. I can say how I can help the people who help me, and how I can do this. I can give an example of this.
Being my Best	I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.
Growing and Changing	I can name a few things that make a positive relationship and some things that make a negative relationship. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.
Y3/Y4 Cycle B	
Good to be Me: Me and my Relationships	I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.
Valuing Difference *Anti-Bullying Week	I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. I can say how differences sometimes cause conflict but can also be something to celebrate.
Keeping Safe *Safer Internet Day	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.
Rights and Respect	I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.
Being my Best	I can give a few examples of different things that I do already that help to me keep healthy. I can explain the benefits of looking after myself both now and in the future. I can give different examples of some of the things that I do already to help look after my environment.
Growing and Changing	I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.

<b>Y5/Y6 Cycle A</b>	
<b>Good to be Me: Me and my Relationships (Who are you?) P4C GG 3 GG 5</b>	I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.
<b>Valuing Difference *Anti-Bullying Week</b>	I can give examples of different faiths and cultures and positive things about having these differences. I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.
<b>Keeping Safe *Safer Internet Day</b>	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).
<b>Rights and Respect</b>	I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.
<b>Being my Best</b>	I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.
<b>Growing and Changing *Junior Citizenship</b>	I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.
<b>Y5/Y6 Cycle B</b>	
<b>Good to be Me: Me and my Relationships (Who are you?) P4C GG 3 GG 5</b>	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.
<b>Valuing Difference *Anti-Bullying Week</b>	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
<b>Keeping Safe *Safer Internet Day</b>	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
<b>Rights and Respect</b>	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.
<b>Being my Best</b>	I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of ways that I've overcome challenges and barriers to achieving my goals. I can give examples of an emotional risk and a physical risk.
<b>Growing and Changing *Junior Citizenship</b>	I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).