

PSHE Keys

	Y3	Y4	Y5	Y6
<p>Me and my Relationships Autumn 1</p>	<p>Accept the views of others and understand that they don't always agree with each other.</p> <p>Give ideas about how to be a good friend and explain how you can make up with a friend if you've fallen out.</p>	<p>Give examples of how they can tell a person is feeling worried just by their body language.</p> <p>Explain what they could do if someone was upsetting them or if they were being bullied.</p> <p>Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Give a range of examples of emotional needs and explain why they are important.</p> <p>Explain what it means to be a good friend and why that's important.</p> <p>Give examples of how to stand up for themselves (be assertive) and say when they might need to use assertiveness skills.</p>	<p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Give examples of negotiation and compromise.</p> <p>Explain what inappropriate touch is and give an example.</p>
<p>Valuing Difference Autumn 2</p>	<p>Give examples of different community groups and what is good about having different groups.</p> <p>Talk about examples in their classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>List ways that people are different, including religious or cultural differences.</p> <p>Explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Give examples of different faiths and cultures and positive things about having these differences.</p> <p>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.</p>	<p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>
<p>Keeping Myself Safe Spring 1</p>	<p>Describe what they could do to make a situation less risky or not risky at all.</p>	<p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people</p>	<p>Give examples of things that might influence a person to take risks online. Children should be able to explain</p>	<p>Explain why emotional needs are as important as physical needs and what might happen if a person</p>

	<p>Explain why medicines can be helpful or harmful.</p> <p>Explain the importance of keeping my personal details safe online. Explain why information they see online might not always be true.</p> <p>Name some of the dangers of water.</p>	<p>have choices about whether they take risks.</p> <p>List some 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.</p> <p>Give examples of positive and negative influences, including things that could influence them when making decisions.</p> <p>Name some of the dangers of water. List ways they can keep safe by water.</p>	<p>that they have a choice in the decisions they make.</p> <p>List 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.</p> <p>Name the dangers of water. List ways they can keep safe by water. Talk about self-rescue skills they may need in an emergency.</p>	<p>doesn't get their emotional needs met.</p> <p>Explain ways they can keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>Name the dangers of water. List ways they can keep safe by water. Talk about self-rescue skills they may need in an emergency. Explain how to help others in an emergency situation.</p>
<p>Rights and Responsibilities Spring 2</p>	<p>Describe some of the ways of checking whether something is a fact or just an opinion.</p> <p>List ways they can help the people who help them, and how they can do this.</p>	<p>Explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things</p>	<p>Give examples of some of the rights and related responsibilities they will have as they grow older, at home and school.</p> <p>Give a few different examples of things that they are responsible for to keep themselves healthy.</p>	<p>Give examples of some of the ways that a person can keep healthy in relation to their use of social media.</p> <p>Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p>

		and why this might be a problem.	Explain that local councils have to make decisions about how money is spent on things we need in the community.	Explain the advantages and disadvantages of different ways of saving money.
Being my Best Summer 1	<p>Give examples of things that they can take responsibility for in relation to their health.</p> <p>Explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it.</p> <p>Demonstrate how to tie their own shoelaces.</p>	<p>Give examples of different things that they do already help keep themselves healthy. Discuss what else they could do to be healthier.</p> <p>Give different examples of some of the things that they do already to help look after their environment. Discuss what else they could do in the future.</p>	<p>Give an example of when they have had increased independence and how that has also helped them to show responsibility.</p> <p>Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Explain how they can overcome problems and challenges on the way to achieving their goals.</p> <p>Give examples of an emotional risk and a physical risk.</p>
Growing and Changing (RSE – coverage) Summer 2	<p>Identify different types of relationships. Name things that make a positive relationship and some things that make a negative relationship.</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Label some parts of the body that only boys have and only girls have. Identify which parts of the human body are private. Explain that a person's genitals help them to make babies</p>	<p>Describe some of the changes that happen to people during their lives. Suggest ways they may deal with change.</p> <p>Talk about how some parts of the body change during puberty. Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls.</p>	<p>Explain what resilience is and how it can be developed.</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>List ways that they can prepare for changes (e.g. to get the facts, talk to someone). Identify when they need to seek help. Identify trusted adults in</p>	<p>Explain whether a secret should be kept or shared, and who it should be shared with.</p> <p>Describe the emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur. Know a variety of ways in which the sperm</p>

	<p>when they are grown up. (Y2 SCARF coverage)</p> <p>Know how to make a clear and efficient call to emergency services if necessary.</p>	<p>Identify some of the ways to cope better with periods.</p> <p>List some of the reasons why a teenager might have difficult feelings (e.g. conflict with parents).</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will. Recognise that marriage includes same sex and opposite sex partners. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>Identify some of the people in their lives who can help and support them.</p> <p>Identify some products that they may need during puberty and why. Know what menstruation is and why it happens.</p> <p>Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped.</p>	<p>Know how to fertilise the egg to create a baby.</p> <p>Example how a person feels about themselves can be affected by a range of factors (e.g. images of celebrities).</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared.</p>
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