

Birley Spa Primary Academy – PSHE, RSHE and Safeguarding Curriculum

	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My world	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. <i>For instance Piece 1 Pg 35 – 36</i> I understand how feeling happy and sad can be expressed <i>For instance Piece 2 Pg 47 – 48</i> I can work together and consider other people's feelings. <i>For instance Piece 3 Pg 53 – 54</i> I can use gentle hands and understand that it is good to be kind to people <i>For instance Piece 4 Pg 57-58</i> I am starting to understand children's rights and this means we should all be allowed to learn and play <i>For instance Piece 5 Pg 63 – 64</i> I am learning what being responsible means <i>For instance Piece 6 Pg 75 – 76</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different. <i>For instance Piece 1 Pg 35 - 36</i> I can start to recognise and manage my feelings. <i>For instance Piece 2 Pg 47 – 48</i> I can work together and consider other people's feelings. <i>For instance Piece 3 Pg 59 – 60</i> I understand why it is good to be kind and use gentle hands. <i>For instance Piece 4 Pg 63 – 64</i> I am starting to understand children's rights and this means we should all be allowed to learn and play. <i>For instance Piece 5 Pg 69 – 70</i> I am learning what being responsible means. <i>For instance Piece 6 Pg 75 - 76</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know how to use my jigsaw journal. <i>For instance Piece 1 Pg 45 - 46</i> I understand the rights and responsibilities as a member of my class. <i>For instance Piece 2 Pg 57 - 58</i> I understand the rights and responsibilities for being a member of my class. <i>For instance Piece 3 Pg 67 - 68</i> I know my views are valued and can contribute to the Learning Charter. <i>For instance Piece 4 Pg 77 - 76</i> I can recognise the choices I make and understand the consequences. <i>For instance Piece 5 Pg 87 - 89</i> I understand my rights and responsibilities within our learning Charter. <i>For instance Piece 6 Pg 99 - 100</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal <i>For instance Piece 1 Pg 47 – 49</i> I understand the rights and responsibilities for being a member of my class and school. <i>For instance Piece 2 Pg 61 -62</i> I can listen to other people and contribute my own ideas about rewards and consequences. <i>For instance Piece 3 Pg 71- 73 / Piece 4 Pg 81-83</i> I understand how following the Learning Charter will help me and others learn. <i>For instance Piece 5 Pg 91- 94</i> I can recognise the choices I make and understand the consequences. <i>For instance Piece 6 Pg 101-103</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my jigsaw journal. <i>For instance Piece 1 Pg 45 – 47</i> I can face new challenges positively, make responsible choices and ask for help when I need it <i>For instance Piece 2 Pg 57 – 59</i> I understand why rules are needed and how they relate to the rights and responsibilities. <i>For instance Piece 3 Pg 67 – 69</i> I understand that my actions affect myself and others and I care about other people's feelings. <i>For instance Piece 4 Pg 73 – 75k</i> I can make responsible choices and take action. <i>For instance Piece 5 Pg 81- 83</i> I understand my actions affect others and try to see things from their points of view. <i>For instance Piece 6 Pg 89 – 92</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw journal. <i>For instance Piece 1 Pg 45 – 48</i> I understand who is in my school community, the roles they play and how I fit in. <i>For instance Piece 2 Pg59 – 61</i> I understand how democracy works through school council. <i>For instance Piece 3 Pg 71 – 73</i> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. <i>For instance Piece 4 Pg 81 – 83</i> I understand how groups come together to make decisions. <i>For instance Piece 5 Pg 91 – 94</i> I understand how democracy and having a voice benefits the school community. <i>For instance Piece 6 Pg 101 – 102</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal. <i>For instance Piece 1 Pg 45 – 47</i> I understand my rights and responsibilities as a British citizen. <i>For instance Piece 2 Pg 57 – 60</i> I understand my rights and responsibilities as a British citizen and as a member of my school. <i>For instance Piece3 Pg 75 – 77</i> I can make choices about my own behaviour because I understand how rewards and consequences feel. <i>For instance Piece 4 Pg 81 – 83</i> I understand how an individual's behaviour can impact on a group. <i>For instance Piece 5 Pg 91 – 94</i> I understand how democracy and having a voice benefits the school community and how to participate in this. <i>For instance Piece 6 Pg 97 – 100</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and how to express the. I know how to use my jigsaw journal. <i>For instance Piece 1 Pg 47-49</i> I know that there are universal rights for all children but for many children these rights are not met. <i>For instance Piece 2 Pg 61 – 64</i> I understand that my actions affect other people locally and globally. <i>For instance Piece 3 Pg 71- 74</i> I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. <i>For instance Piece 4 Pg 79 – 81</i> I understand how an individuals behaviour can impact on a group. <i>For instance Piece 5 Pg 87 – 89</i> I understand how democracy and having a voice benefits the school community. <i>For instance Piece 6 Pg 97 – 99</i>

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<p>Technical Vocabulary and Language Development</p> <p>Each year group builds on the previous one – pupils to use all language accumulatively</p>	<ul style="list-style-type: none"> • Myself • Feelings • Being gentle • Rights • Responsibilities 	<ul style="list-style-type: none"> • Special • Safe • Community • Consequences • Rewards 	<ul style="list-style-type: none"> • Hope • Fear • Fair • Valuing • Contributions • Choices 	<ul style="list-style-type: none"> • Goals • self-worth • Positivity • Challenges • Perspectives 	<ul style="list-style-type: none"> • Democracy • Motivation • Class • Citizen • Voice • Peer pressure 	<ul style="list-style-type: none"> • Aspirations • National citizenship • Conflict • Vote • Participation 	<ul style="list-style-type: none"> • Global citizenship • Children’s Universal Rights • Group dynamics • Role modelling • Anti-social behaviour 	
<p>Celebrating difference</p>	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at. <i>for instance Piece 1 pg 25-26</i> • I can tell you one way I am special and unique. <i>for instance piece 2 pg 37-38</i> • I know that all families are different. <i>for instance Piece 3 pg 41- 42</i> • I know there are lots of different houses and homes. <i>for instance Piece 4 pg 45-46</i> • I can tell you how I could make new friends. <i>for instance Piece 5 pg 49-50</i> • I can use my words to stand up for myself <i>for instance Piece 6 pg 53-54</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand that everyone is good at different things. <i>for instance Piece 1 pg 25-26</i> • I understand that being different makes us all special. <i>for instance piece 2 pg 37-38</i> • I know we are all different but the same in some ways. <i>for instance Piece 3 pg 41- 42</i> • I can tell you why I think my home is special to me. <i>for instance Piece 4 pg 45-46</i> • I can tell you how to be a kind friend. <i>for instance Piece 5 pg 49-50</i> • I know which words to use to stand up for myself when someone says or does something unkind. <i>for instance Piece 6 pg 53-54</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I can identify similarities between people in my class <i>for instance Piece 1 pg 33-35 piece 2 pg 43-45</i> • I can tell you what bullying is. <i>for instance Piece 3 pg 51- 53</i> • I know some people who I could talk to if I was feeling unhappy or being bullied. <i>for instance Piece 4 pg 61-83</i> • I know how to make new friends. <i>for instance Piece 5 pg 69-71</i> • I can tell you some ways I am different from my friends. <i>for instance Piece 6 pg 81-83</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). <i>for instance Piece 1 pg 33-35 Piece 2 pg 43-34</i> • I understand that bullying is sometimes about difference. <i>for instance Piece 3 pg 51-53</i> • I can recognise what is right and wrong and know how to look after myself. <i>for instance Piece 4 pg 61-63</i> • I understand that it is OK to be different from other people and to be friends with them. <i>For instance piece 5 pg 69-71</i> • I can tell you some ways I am different from my friends. <i>for instance Piece 6 pg 81-83</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I understand that everyone’s family is different and important to them. <i>for instance Piece 1 pg 33-35</i> • I understand that difference and conflicts sometimes happen between family members. <i>For instance piece 2 pg 43-44</i> • I know what it means to be a witness to bullying. <i>for instance Piece 3 pg 51-53</i> • I know that witnesses can make the situation better or worse by what they do. <i>for instance Piece 4 pg 61-63</i> • I recognise that some words are used in hurtful ways. <i>For instance piece 5 pg 75-76</i> • I can tell you about a time when my words affected someone’s feelings and what the consequences were. <i>for instance Piece 6 pg 85-87</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I understand that sometimes, we make assumptions based on what people look like. <i>for instance Piece 1 pg 33-35</i> • I understand what influences me to make assumptions based on how people look. <i>For instance piece 2 pg 43-44</i> • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure. <i>For instance piece 2 pg 43-44</i> • I can tell you why witnesses sometimes join in with the bully in and sometimes don’t tell. <i>for instance Piece 4 pg 61-63</i> • I can identify what is special about me and value the ways in which I am unique. <i>For instance piece 5 pg 69-71</i> • I can tell you a time when my first impression of someone changed when I got to know them. <i>for instance Piece 6 pg 76-78</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I understand that cultural differences sometime cause conflict. <i>for instance Piece 1 pg 33-35</i> • I understand what racism is. <i>For instance piece 2 pg 44-46</i> • I understand how rumor spreading and name calling can be bullying behaviour. <i>For instance piece 3 pg 51-53</i> • I can explain the difference between direct and indirect types of bullying. <i>for instance Piece 4 pg 63-66</i> • I can compare my life with people in the developing world. <i>For instance piece 5 pg 69-71</i> • I can enjoy the experience of a culture other than my own. <i>for instance Piece 6 pg 77-79</i> 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means. <i>for instance Piece 1 pg 33-35</i> • I understand how having a disability could affect someone’s life. <i>For instance piece 2 pg 43-45</i> • I can explain some of the ways in which one person or a group can have power over another. <i>For instance piece 3 pg 55-57</i> • I know some of the reasons why people use bullying behaviours. <i>for instance Piece 4 pg 63-66</i> • I can give examples of people with disabilities who lead amazing lives. <i>For instance piece 5 pg 73-75</i> • I can explain ways in which difference can be a source of conflict and a cause for celebration. <i>for instance Piece 6 pg 81-84</i>

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Dreams and goals

<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand what challenge means. for instance Piece 1 pg 23-24 I can keep trying until I can do something. For instance piece 2 pg 27- 28 I can set a goal and work towards it. for instance Piece 3 pg 31 – 32 I know some kind words to encourage people with. for instance Piece 4 pg 35-36 I can start to think about the jobs I might like to do when I’m older for instance Piece 5 pg 39 – 40 I can feel proud when I achieve a goal. for instance Piece 6 pg 45-46 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand that if I persevere I can tackle challenges. for instance Piece 1 pg 23-24 I can tell you about a time I didn’t give up until I achieved my goal. For instance piece 2 pg 27- 28 I can set a goal and work towards it. for instance Piece 3 pg 31 – 32 I can use kind words to encourage people. for instance Piece 4 pg 35-36 I understand the link between what I learn now and the jobs I might like to do when I am older. for instance Piece 5 pg 39 – 40 I can say how I feel when I achieve a goal and know what it means to feel proud. for instance Piece 6 pg 45-46 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can set simple goals. for instance Piece 1 pg 33-35 I can set a goal and work out how to achieve it. For instance piece 2 pg 45- 47 I understand how to work well with a partner. for instance Piece 3 pg 51 – 53 I can tackle a new challenge and understand how to stretch my learning. for instance Piece 4 pg 59-61 I can identify obstacles which make it more difficult to achieve my new challenge and overcome them. for instance Piece 5 pg 65 - 67 I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. for instance Piece 6 pg 79- 81 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it. for instance Piece 1 pg 33- 35 I can persevere even when I find tasks difficult. For instance piece 2 pg 47-49 I can recognise who it is easy for me to work with and who it is more difficult for me to work with. for instance Piece 3 pg 55- 57 I can work cooperatively in a group to create an end product. I can explain some of the ways I worked cooperatively in my group to create the end product for instance Piece 4 and 5 pg 65-67 I know how to share success with other people. for instance Piece pg 73-75 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success. for instance Piece 1 pg 33- 35 I can identify a dream / ambition what is important to me. For instance piece 2 pg 41- 43 I enjoy facing new learning challenges and working out the best way for me to achieve them. for instance Piece 3 pg 49-51 I am motivated and enthusiastic about achieving our new challenge. for instance Piece 4 pg 59-61 I can recognise obstacles which might hinder my achievement and can take steps to overcome them. for instance Piece 5 pg 71- 73 I can evaluate my own learning process and identify how it can be better next time. for instance Piece 6 pg 77- 79 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can tell you about some of my hopes and dreams. for instance Piece 1 pg 33-35 I understand that sometimes hopes and dreams do not come true and that this can hurt. For instance piece 2 pg 41-43 I know that reflecting on positive and happy experiences can help me to counteract disappointment. for instance Piece 3 pg 49- 51 I know how to make a new plan and set new goals even if I have been disappointed. for instance Piece 4 pg 55- 57 I know how to work out the steps to take achieve a goal, and can do this successfully as part of a group. for instance Piece 5 pg 63- 65 I can identify the contributions made by myself and others to the group’s achievement. for instance Piece 6 pg 71-73 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand that I will need money to help me achieve some of my dreams. for instance Piece 1 pg 33-35 I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. For instance piece 2 pg 47-49 I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do achieve it. for instance Piece 3 pg 57- 59 I can describe the dreams and goals of young people in a culture different to mine. for instance Piece 4 pg 63-65 I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. for instance Piece 5 pg 75-77 I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, eg. Through sponsorship. for instance Piece 6 pg 81-83 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one inschool goal and one out of school goal.) for instance Piece 1 pg 33-35 I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. For instance piece 2 pg 43-45 I can identify problems in the world that concern me and talk to other people about them. for instance Piece 3 pg 51-53 I can work with other people to make the world a better place. for instance Piece 4 pg 57-59 I can describe some ways in which I can work with other people to help make the world a better place. for instance Piece 5 pg 65-67 I know what some people in my class like or admire about me and can accept their praise. for instance Piece 6 pg 69-71
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Healthy me

<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy for instance Piece 1 pg 25-26 I can tell you some of the things I need to do to be healthy For instance piece 2 pg 31-32 I know what the word 'healthy' means and that some foods are healthier than others. for instance Piece 3 pg 35-36 I know what the word 'healthy' means and that some foods are healthier than others. for instance Piece 4 39-40 I can wash my hands and know it is important to do this before I eat and after I go to the toilet. for instance Piece 5 pg 43-44 I know what to do if I get lost and how to say NO to strangers. for instance Piece 6 pg 47-48 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy for instance Piece 1 pg 25-26 I know which foods are healthy and not so healthy and can make healthy eating choices. For instance piece 2 pg 31-32 I know what the word 'healthy' means and that some foods are healthier than others. for instance Piece 3 pg 35-36 I know how to help myself go to sleep and understand why sleep is good for me for instance Piece 4 39-40 I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet for instance Piece 5 pg 43-44 I know what a stranger is and how to stay safe if a stranger approaches me. for instance Piece 6 pg 47-48 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand the different between healthy and unhealthy, and know some ways to keep myself healthy. for instance Piece 1 pg 35-37 I know how to make a healthy lifestyle choices. For instance piece 2 pg 43-45 I know how to keep myself clean and health, and understand how germs cause dieses / illness. I know that all household products including medicine can be harmful if not used properly. for instance Piece 3 pg 53-55 I understand that medicines can help me if I feel poorly and I know how to use them safely. for instance Piece 4 61-63 I know how to keep safe when crossing the road, and about people who can help me to stay safe. for instance Piece 5 pg 69-71 I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. for instance Piece 6 pg 77-79 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know how to keep my body healthy. for instance Piece 1 pg 35-37 I can show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed. For instance piece 2 pg 43-45 I understand how medicines work in my body and how important it is to use them safely. for instance Piece 3 pg 57-59 I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. for instance Piece 4 63-65 I can decide which foods to eat to give my body energy. for instance Piece 5 pg 79-81 I can make some healthy snacks and explain why they are good for my body. for instance Piece 6 pg 87-89 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand how excersie affects my body and know why my heart and lungs are such important organs. for instance Piece 1 pg 35-37 I know the amount of calories, fat and sugar I put in my body will affect my health. For instance piece 2 pg 43-45 I can tell you my knowledge and attitude towards drug. for instance Piece 3 pg 51-53 I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. for instance Piece 4 pg 59-61 I can identify when something feels safe or unsafe. for instance Piece 5 pg 67-69 I understand how complex my body is and how important it is to take care of it. for instance Piece 6 pg 81-83 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can recognise how different friendship groups are formed, how I fit in to them and the friends I value the most. for instance Piece 1 pg 35-37 I can recognise changing dynamics between people in different groups, see who takes on which role, eg leader, follower, and understand the roles I take on in different situations. For instance piece 2 pg 43-45 I understand the facts about smoking and its effect on health, and also some of the reasons some people start to smoke. for instance Piece 3 pg 49-51 I understand the facts about alcohol and its effected on health, particularly the liver, and also some of the reasons some people drink alcohol. for instance Piece 4 pg 57-59 I can recognise when people are putting me under pressure and can explain ways to resist this when I want. for instance Piece 5 pg 67-69 I know myself well enough to have a clear picture of what I believe is right and wrong. for instance Piece 6 pg 75-77 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know the health risks of smoking and can tell you how tabacco affects the lung =s liver and heart. for instance Piece 1 pg 35-37 I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver ad heart. For instance piece 2 pg 43-45 I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. for instance Piece 3 pg 51-53 I understand how the media and celebrity culture promotes certain body types. for instance Piece 4 pg 61-63 I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. for instance Piece 5 pg 73-75 I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. for instance Piece 6 pg 79-81 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can take responsibility for my health and make choices that benefit my health and well-being.. for instance Piece 1 pg 35-37 I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. For instance piece 2 pg 43-45 I understand that some people can be exploited and made to do thing that are against the law. for instance Piece 3 pg 55-57 I know why some people join gangs and the risks this involves. for instance Piece 4 pg 65-67 I understand what it means to be emotionally well and can explore people's attitudes towards mental health / illness. for instance Piece 5 pg 75-77 I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. for instance Piece 6 pg 81-83
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Relationships

<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can tell you about my family. for instance Piece 1 pg 21-22 I understand how to make friends if I feel lonely For instance piece 2 pg 25 -26 I can tell you some of the things I like about my friends for instance Piece 3 pg 29-30 I know what to say and do if somebody is mean to me for instance Piece 4 pg 33-34 I can use Calm Me time to manage my feelings. for instance Piece 5 pg 37-38 I can work together and enjoy being with my friends. for instance Piece 6 pg 43-44 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family. for instance Piece 1 pg 21-22 I know how to make friends to stop myself from feeling lonely For instance piece 2 pg 25 -26 I can think of ways to solve problems and stay friends. for instance Piece 3 pg 33-34 I am starting to understand the impact of unkind words for instance Piece 4 pg 37-38 I can use Calm Me Time to manage my feelings for instance Piece 5 pg 43-44 I know how to be a good friend for instance Piece 6 pg 49-50 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families. for instance Piece 1 pg 32-34 I can identify what being a good friend means to me. For instance piece 2 pg 49 -51 I know appropriate ways of physical contact to greet my friends and know which ways I prefer. for instance Piece 3 pg 57-59 I know who can help me in my school community. for instance Piece 4 pg 65-67 I can recognise my qualities as a person and a friend. for instance Piece 5 pg 77-79 I can tell you why I appreciate someone who is special to me. for instance Piece 6 pg 88-91 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. for instance Piece 1 pg 31-33 I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. For instance piece 2 pg 39-40 I can identify some of the things that cause conflict with my friends. for instance Piece 3 pg 45-47 I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. for instance Piece 4 pg 55-57 I recognise and appreciate people who can help me in my family, my school and my community. for instance Piece 5 pg 63- 65 I can express my appreciation for the people in my special relationships. for instance Piece 6 pg 73-75 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. for instance Piece 1 pg 31-33 I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. For instance piece 2 pg 41-43 I know and can use some strategies for keeping myself safe online. for instance Piece 3 pg 51-53 I can explain how some of the actions and work of people around the world help and influence y life. for instance Piece 4 pg 59-61 I understand how my needs and rights are shared by children around the world and can identify how our lives maybe different. for instance Piece 5 pg 67-70 I know how to express my appreciation to my friends and family. for instance Piece 6 pg 75-78 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can ir3eecognise situation iwhich can cause jelesouly in a relationship. for instance Piece 1 pg 31-33 I can identify someone I love and can express why they are special to me. For instance piece 2 pg 39-41 I can tell you about someone I know that I no longer see. for instance Piece 3 pg 45-47 I can recognise how friendship change, know how to make new friends and how to manage when I fall out with my friends. for instance Piece 4 pg 51-53 I understand hunderstand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. for instance Piece 5 pg 61-64 I know how to show love and appreciation to the people and animals who are special to me. for instance Piece 6 pg 67 – 70 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. for instance Piece 1 pg 29-31 I41nderstand that belonging to an online community can have a positive and negative consequences. For instance piece 2 pg 37-39 I understand there are righths and responcibilities in an online community or social network. for instance Piece 3 pg 45-48 I know there are rights and responcibilities when playing a game online. for instance Piece 4 pg 53-56 I can recognise when I am spending too much time using devises (screen time) for instance Piece 5 pg 63-66 I can explain how to stay safe when using technology to communicate with my friends. For instance Piece 6 pg 73-76 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I know that it is important to take care of my mental health. for instance Piece 1 pg 29-31 I know how to take care of my own mental health. For instance piece 2 pg 39-41 I understand there are different stages of grief and that there are different types of loss that cause people to grieve for instance Piece 3 pg 47-50 I can recognise when people are trying to gain power or control. for instance Piece 4 pg 55-57 I can judge whether something online is safe and helpful for me. for instance Piece 5 pg 63-66 I can use technology positively and safely to communicate with my friends and family. for instance Piece 6 pg 73-75
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<p>Technical Vocabulary and Language Development</p> <p>Each year group builds on the previous one – pupils to use all language accumulatively</p>	<ul style="list-style-type: none"> • Family life • Friendship • Falling out 	<ul style="list-style-type: none"> • Belonging • Physical contact • Preferences • Celebrations 	<ul style="list-style-type: none"> • Boundaries • Secrets • Trust • Appreciation 	<ul style="list-style-type: none"> • Roles • Negotiation • Diverse lives • Impact 	<ul style="list-style-type: none"> • Jealousy • Love/loss • Memories • Girlfriends • Boyfriends 	<ul style="list-style-type: none"> • Self-recognition • Self-esteem • Online communities • Gaming • Gambling • Grooming 	<ul style="list-style-type: none"> • Mental health • Sources of support • Control • Power
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Changing Me

<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can name parts of my body and show respect for myself for instance Piece 1 pg 29-30 I can tell you some things I can do and some food I can eat to help me be healthy For instance piece 2 pg 37-38 I understand that we all start as babies and grow into children and then adults for instance Piece 3 pg 43-44 I know that I grow and change for instance Piece 4 pg 49-50 I can talk about how I feel about moving to School from Nursery for instance Piece 5 pg 53-54 I can remember some fun things about Nursery this year. for instance Piece 6 pg 59-60 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can name parts of the body for instance Piece 1 pg 29-30 I can tell you some of the things I can do and foods I can eat to be healthy For instance piece 2 pg 37-38 I understand that we all grow from babies to adults for instance Piece 3 pg 43-44 I can express how I feel about moving to Year 1 for instance Piece 4 pg 49-50 I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1 for instance Piece 5 pg 53-54 I can share my memories of the best bits of this year in Reception for instance Piece 6 pg 59-60 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans. for instance Piece 1 pg 39-41 I can tell you some things about me that have changed and some things about me that have stayed the same. For instance piece 2 pg 49-51 I can tell you how my body has changed since I was a baby. for instance Piece 3 pg 57-59 I can identify the parts of the body that can make boys different to girls and can use the correct names for these; penis, testicles, vagina. for instance Piece 4 pg 63-65 I understand every time I learn something new I change a little bit. for instance Piece 5 pg 75-77 I can tell you the changes that have happened in my life. for instance Piece 6 pg 85-87 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I can recognise cycles of life in nature. for instance Piece 1 pg 39-41 I can tell you about the natural process of growing from young to old and understand that it is not in my control. For instance piece 2 pg 51-53 I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. for instance Piece 3 pg 61-63 I can recognise the physical differences between girls and boys, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. for instance Piece 4 pg 69-71 I understand there are different types of touch and can tell you which ones I like and which ones I don't like. for instance Piece 5 pg 75-77 I can identify what I am looking forward to when I am in year 3. for instance Piece 6 pg 83-85 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. for instance Piece 1 pg 41-43 I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. For instance piece 2 pg 54-57 I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies. I can identify how boys and girls bodies change on the outside during this growing up process. for instance Piece 3 pg 64-67 I can identify how boys and girls bodies change on the inside during the growing process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. for instance Piece 4 pg 71-74 I can start to recognise stereotypical ideas I might have about parenting and family roles. for instance Piece 5 pg 89-91 I can identify what I am looking forward to when I am in year 4. for instance Piece 6 pg 97-99 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I understand that some of my personal characteristics have come from birth parents and that this happens because I am made from the joining of their egg and sperm. for instance Piece 1 pg 41-44 I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. For instance piece 2 pg 51-53 I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and the menstruation (having periods) is a natural part of this. for instance Piece 3 pg 61-64 I know how the circle of change works and can apply it to the changes I want to make in my life. for instance Piece 4 pg 73-75 I can identify changes that have been and may continue to be outside of my control that I have learnt to accept. for instance Piece 5 pg 87-89 I can identify what I am looking forward to when I am in year 5. for instance Piece 6 pg 97-99 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that. for instance Piece 1 pg 41-43 I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. for instance Piece 2 pg 55-57 I can describe how boys and girls bodies change during puberty. For instance piece 3 pg 69-73 I understand that sexual intercourse can lead to conception and that it is how babies are usually made. for instance Piece 4 pg 79-83 I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. for instance Piece 5 pg 97-100 I can identify what I am looking forward to when I am in year 6. for instance Piece 6 pg 103-105 	<p>https://jigsaw3-11.com/materials-for-england/</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that for instance Piece 1 pg 43-45 I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. For instance piece 2 pg 53-55 I can describe how a baby develops from conception through to 9 months of pregnancy and how it is born. for instance Piece 3 pg 71-76 I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend. for instance Piece 4 pg 92-95 I am aware of the importance of a positive self-esteem and what I can do to develop it. for instance Piece 5 pg 101-104 I can identify what I am looking forward to and what worries me about the transition to secondary school. for instance Piece 6 pg 111-114
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<p>Technical Vocabulary and Language Development</p> <p>Each year group builds on the previous one – pupils to use all language accumulatively</p>	<ul style="list-style-type: none"> • Bodies • Respecting my body • Fun • Fears Growth 	<ul style="list-style-type: none"> • Life cycles (animal/human) • Male • Female • Changes 	<ul style="list-style-type: none"> • Life cycles (plants) • Young • Old • Independence 	<ul style="list-style-type: none"> • Internal • External • Needs 	<ul style="list-style-type: none"> • Being unique • Body changes Transition • Accepting change • Having a baby 	<ul style="list-style-type: none"> • Self-image • Media influence • Puberty • Conception • IVF 	<ul style="list-style-type: none"> • Body image • Physical attraction • Consent • Sexting
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<p style="text-align: center;">Technical Vocabulary and Language Development</p> <p>Each year group builds on the previous one – pupils to use all language accumulatively</p>	<p>Old, new, past, then, when, now, today, yesterday, in..., on... First, next, after that, then, finally</p> <p>They are the same because... They are different because... They are alike because... It is...(description)</p>	<p>Last of all</p> <p>I agree/disagree because... I think...because... They are similar because... They...because...</p>	<p>First...because... Then...therefore... Eventually...because...</p> <p>An argument for... is... because... An argument against...is...because... ...and...are both... ...and...are alike in that... ...is...while...is... It reminds me of... As a result of...</p>	<p>Firstly...however/ although/ meanwhile... I understand...but would argue... ...and...have the following points in common... It appears to be...because... It reminds me of...because... Because I know that...I know that...</p>	<p>Following this/that... In the beginning... Perhaps some people would argue that... In some ways...and... are alike in that... However, they also differ in some ways, for example... The reason(s) for...were... Due to... As a result of... Perhaps the reason is....</p>	<p>Whilst x was... y was... Initially, the...were... however... On the one hand...but... The similarities/ differences seem more significant than the similarities/ differences because... In comparison to...it is... Due to...x had... Owing to...x had... This has altered... Evidently... Based on the evidence, I can conclude... Having pondered...</p>
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Year Group: FS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Me and My Relationships	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Keeping Myself Safe	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	-	-	-	Keep safe online • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent.	
Relationships: including • Community • Domestic Abuse	All about me • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. What makes me special • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. Me and my special people • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them.	I'm special you're special. • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. Same and different • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. Same and different families • Recognise the similarities and differences amongst their peers.	Looking after my special people • Name the special people in their lives. • Understand that our special people can be different to those of others. Looking after my friends • Name the special people in their lives. • Understand that our special people can be different to those of others.	Bouncing back when things go wrong. • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. Yes I can! • Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers	-	Life stages- plants, animals, humans • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things When I was a baby • Talk about how babies change as they grow • Explain what babies need and how this

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	<p>My Feeling 2</p> <ul style="list-style-type: none"> Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad. <p>Girls, boys and families</p> <ul style="list-style-type: none"> Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like 	<ul style="list-style-type: none"> Discuss why differences should be celebrated. Retell a story. <p>Same and different homes.</p> <ul style="list-style-type: none"> Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others. <p>I am caring</p> <ul style="list-style-type: none"> Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others. <p>I am a friend</p> <ul style="list-style-type: none"> Show friendly behaviour towards a peer. Build relationships with others. 				<p>changes as they grow</p> <ul style="list-style-type: none"> Share their own experiences and listen to those of the others <p>Getting bigger</p> <ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. <p>Where do babies come from?</p> <ul style="list-style-type: none"> Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.
<p>Physical safety: including</p> <ul style="list-style-type: none"> road water stranger danger family 	<p>Who can help me?</p> <ul style="list-style-type: none"> Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them. <p>My Feelings</p> <ul style="list-style-type: none"> Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down. 	<p>-</p>	<p>Being helpful at home and caring for our environment</p> <ul style="list-style-type: none"> Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment. <p>Caring for our world.</p> <ul style="list-style-type: none"> Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, 	<p>-</p>	<p>People who help keep me safe</p> <ul style="list-style-type: none"> Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment. <p>Safe indoors and outdoors</p> <ul style="list-style-type: none"> Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. 	<p>-</p>

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			e.g. recycling, saving energy, wasting less. <ul style="list-style-type: none"> Talk about what can happen to living things if the world is not cared for 		<ul style="list-style-type: none"> Show how to care for the safety of others. <p>What's safe to go onto my body.</p> <ul style="list-style-type: none"> Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. 	
Drugs and Alcohol	-	-	-	-	<p>Keeping myself safe, what's safe to go in my body (including medicines)</p> <ul style="list-style-type: none"> Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults). 	-
Child Exploitation: including <ul style="list-style-type: none"> gangs youth violence gun, knife and street crime sexual 	-	-	-	-	-	-
Physical health and mental wellbeing <ul style="list-style-type: none"> mental health healthy eating exercise 	-	-	-	<p>Healthy eating</p> <ul style="list-style-type: none"> Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. <p>My healthy mind</p>	-	<p>Me and my body – girls and boys</p> <ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.

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						<p>Seasons</p> <ul style="list-style-type: none"> • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience.
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- Identify the 5 ways to support their wellbeing.
- Name some activities or ideas to promote positive mental health.
- Reflect on their mental health and how they can protect it.

Move your body

- Describe the changes in their body during exercise and what is happening to their body.
- Explain how exercise can help us stay well - physically and mentally.
- Name some ways to keep their body fit and well.

A good night's sleep

- Understand why our body needs sleep.
- Talk about their own bedtime routine.
- Suggest ways to have a calm evening and bedtime routine.

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Year Group: Y1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	Unkind, tease or bully? • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare.	-	-	-	Who can help? (2) • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.
Relationships: including • Community • Domestic Abuse	Harold loses Geoffrey • Recognise the range of feelings that are associated with loss.	Same or different? • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. Harold's school rules • Explain some of their school rules and how those rules help to keep everybody safe. It's not fair! • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.	-	Pass on the praise! • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. Harold has a bad day • Recognise how a person's behaviour (including their own) can affect other people.	Why we have classroom rules • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. Good friends • Identify simple qualities of friendship; • Suggest simple strategies for making up. How are you listening? • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.	Taking care of a baby • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Then and now • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.

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<p>Physical safety: including</p> <ul style="list-style-type: none"> • road • water • stranger danger • family 	<p>Who can help? (1)</p> <ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. <p>Around and about the school</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. <p>Taking care of something</p> <ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. 	-	-	<p>Harold learns to ride his bike</p> <ul style="list-style-type: none"> • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	<p>Feelings and bodies</p> <ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. <p>Our special people balloons</p> <ul style="list-style-type: none"> • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. 	-
<p>Drugs and Alcohol</p>	<p>What could Harold do?</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. 	-	-	-	-	-
<p>Child Exploitation: including</p> <ul style="list-style-type: none"> • gangs • youth violence • gun, knife and street crime • sexual 	<p>Good or bad touches?</p> <ul style="list-style-type: none"> • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. 	-	-	-	-	<p>Surprises and secrets</p> <ul style="list-style-type: none"> • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. <p>Keeping privates private</p> <ul style="list-style-type: none"> • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

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Year Group:2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	<p>When someone is feeling left out</p> <ul style="list-style-type: none"> Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. <p>An act of kindness</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. 	-	-	<p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. <p>Don't do that!</p> <ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. <p>Types of bullying</p> <ul style="list-style-type: none"> Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. 	-
E-Safety: including • self-image and identity • online relationships • online reputation	-	-	-	-	-	<p>Respecting privacy</p> <ul style="list-style-type: none"> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without

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<ul style="list-style-type: none"> • online bullying • managing online information • health & wellbeing • privacy & security • copyright & ownership • sexting • upskirting 						<p>their permission;</p> <ul style="list-style-type: none"> • Give examples of different types of private information.
<p>Health & wellbeing: including</p> <ul style="list-style-type: none"> • mental health • financial wellbeing 	<p>Our four key themes of recovery:</p> <ol style="list-style-type: none"> 1. Supporting children to build positive relationships with others 2. Supporting children to manage their feelings and behaviour 3. Supporting children to enjoy and achieve 4. Supporting children's physical health and wellbeing 	<p>Harold saves for something special</p> <ul style="list-style-type: none"> • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. <p>Harold goes camping</p> <ul style="list-style-type: none"> • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>You can do it!</p> <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>My day</p> <ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>Harold's postcard - helping us to keep clean and healthy</p> <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. <p>Harold's bathroom</p> <ul style="list-style-type: none"> • Explain the importance of good dental 	<ul style="list-style-type: none"> • Our ideal classroom (1) Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Our ideal classroom (2) Take part in creating and agreeing classroom rules. • How are you feeling today? Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. 	<p>Sam moves house</p> <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <p>Haven't you grown!</p> <ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. <p>My body, your body</p> <ul style="list-style-type: none"> • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. 	

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				<p>hygiene;</p> <ul style="list-style-type: none"> Describe simple dental hygiene routines. <p>My body needs...</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health <p>What does my body do?</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. 		
<p>Relationships: including</p> <ul style="list-style-type: none"> Community Domestic Abuse 	-	<p>What makes us who we are?</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <p>My special people</p> <ul style="list-style-type: none"> Identify people who are special to them; Explain some of the ways those people are special to them. <p>How do we make others feel?</p> <ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people. <p>Solve the problem</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Getting on with others</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. <p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. 	-	<p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. 	<p>A helping hand</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others.
<p>Physical safety: including</p> <ul style="list-style-type: none"> road water stranger danger family 	<p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. <p>What should Harold say?</p>	-	<p>Feeling safe</p> <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. 	-	<p>Let's all be happy!</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if 	-

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	<ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 		<p>How can we look after our environment?</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. 		<p>they were being upset by someone else's behaviour.</p>	
Drugs and Alcohol	<p>Harold's picnic</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. 	-	-	-	-	-
<p>Child Exploitation: including</p> <ul style="list-style-type: none"> gangs youth violence gun, knife and street crime sexual 	<p>I don't like that!</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Fun or not?</p> <ul style="list-style-type: none"> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <p>Should I tell?</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel 	-	-	-	-	-

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	<p>unsafe or uncomfortable. Some secrets should never be kept</p> <ul style="list-style-type: none">• Identify how inappropriate touch can make someone feel;• Understand that there are unsafe secrets and secrets that are nice surprises;• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.					
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Year Group:3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	<p>Our friends and neighbours</p> <ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). <p>Zeb</p> <ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	-	-	-	-
E-Safety: including • self-image and identity • online relationships • online reputation	-	<p>Super Searcher</p> <ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; 	-	<p>I am fantastic!</p> <ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people may say kind things to help 	-	-

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<ul style="list-style-type: none"> • online bullying • managing online information • health & wellbeing • privacy & security • copyright & ownership • sexting • upskirting 		<ul style="list-style-type: none"> • Give examples of strategies for safe browsing online. • None of your business! • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 		<p>us feel good about ourselves;</p> <ul style="list-style-type: none"> • Explain why some groups of people are not represented as much on television/in the media. 		
<p>Health & wellbeing: including</p> <ul style="list-style-type: none"> • mental health • financial wellbeing 	<p>Our four key themes of recovery:</p> <ol style="list-style-type: none"> 5. Supporting children to build positive relationships with others 6. Supporting children to manage their feelings and behaviour 7. Supporting children to enjoy and achieve 8. Supporting children's physical health and wellbeing 	<p>Our helpful volunteers</p> <ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <p>Can Harold afford it?</p> <ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p>Can Harold afford it?</p> <p>Earning money</p> <ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	<p>Derek cooks dinner! (healthy eating)</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. <p>Poorly Harold</p> <ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. <p>Getting on with your nerves!</p> <ul style="list-style-type: none"> • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages 	<p>My special pet</p> <ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. 	<p>My changing body</p> <ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty. 	

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				<p>through the nerves. Body team work</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood. 		
<p>Relationships: including</p> <ul style="list-style-type: none"> Community Domestic Abuse 	-	<p>Family and friends</p> <ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' <p>My community</p> <ul style="list-style-type: none"> Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. <p>Respect and challenge</p> <ul style="list-style-type: none"> Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. 	<p>Recount task</p> <ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. 	<p>For or against?</p> <ul style="list-style-type: none"> Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research. <p>Top talents</p> <ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. 	<p>As a rule</p> <ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. <p>Tangram team challenge</p> <ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. <p>Looking after our special people</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people <p>How can we solve this problem?</p> <ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. <p>Friends are special</p> <ul style="list-style-type: none"> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills 	<p>Relationship Tree</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. <p>Body space</p> <ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.

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<p>Physical safety: including</p> <ul style="list-style-type: none"> • road • water • stranger danger • family 	-	<p>Safe or unsafe?</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. <p>Danger or risk?</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. <p>The Risk Robot</p> <ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. <p>Raisin challenge (1)</p> <ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. 	<p>Helping each other to stay safe</p> <ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. <p>Harold's environment project</p> <ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. 	-	<p>for making up again.</p> <p>Dan's dare</p> <ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. <p>Thunks</p> <ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. 	<p>Secret or surprise?</p> <ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
<p>Drugs and Alcohol</p>	-	<p>Alcohol and cigarettes: the facts</p> <ul style="list-style-type: none"> • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. <p>Help or harm?</p> <ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	-	-	-	-

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Year Group:4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	What would I do? • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively.	Safety in numbers • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.	-	Under pressure • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	-
E-Safety: including • self-image and identity • online relationships • online reputation • online bullying • managing online information • health & wellbeing • privacy & security • copyright & ownership • sexting • upskirting	Picture Wise • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent.	That is such a stereotype! • Understand and identify stereotypes, including those promoted in the media.	In the news! • Define the word influence; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	-	-	-
Health & wellbeing: including • mental health • financial wellbeing	Our four key themes of recovery: 9. Supporting children to build positive relationships with others 10. Supporting children to manage their feelings and behaviour 11. Supporting children to enjoy and achieve		Who helps us stay healthy and safe? • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who	What makes me ME! (formerly Diversity World) • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when	An email from Harold! • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. Different feelings • Identify a wide range	Moving house • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who

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	<p>12. Supporting children's physical health and wellbeing</p>	<p>help them stay healthy and safe;</p> <ul style="list-style-type: none"> Suggest ways they can help the people who keep them healthy and safe. <p>Harold's expenses</p> <ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. <p>Why pay taxes?</p> <ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. 	<p>they will choose differently.</p> <p>SCARF Hotel (formerly Diversity World Hotel)</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	<p>of feelings;</p> <ul style="list-style-type: none"> Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. <p>When feelings change</p> <ul style="list-style-type: none"> Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. 	<p>may be able to help them deal with change.</p> <p>My feelings are all over the place!</p> <ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. <p>All change!</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>Period positive</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. 	
<p>Relationships: including</p> <ul style="list-style-type: none"> Community Domestic Abuse 	<p>-</p>	<p>Can you sort it?</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>Islands</p> <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other 	<p>It's your right</p> <ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. <p>How do we make a difference?</p> <ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic 	<p>My school community (1)</p> <ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. 	<p>Ok or not ok? (part 1)</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. <p>Ok or not ok? (part 2)</p> <ul style="list-style-type: none"> Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. <p>Human machines</p> <ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful 	<p>-</p>

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		<p>people's actions towards them.</p> <p>Friend or acquaintance?</p> <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. <p>The people we share our world with</p> <ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. 	process.		qualities of teamwork and collaboration.	
<p>Physical safety: including</p> <ul style="list-style-type: none"> road water stranger danger family 	<p>Danger, risk or hazard?</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <p>How dare you!</p> <ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	-	<p>Logo quiz</p> <ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work 	<p>Making choices (formerly Conformatron control)</p> <ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Harold's Seven Rs</p> <ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	-	<p>Secret or surprise?</p> <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Drugs and Alcohol	Medicines: check the label	-	-	-	-	-

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	<ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p style="color: red; margin: 0;">Know the norms (formerly Tell Mark II)</p> <ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 					
<p style="text-align: center;">Prevent and Radicalisation/Abuse around faith and culture:</p> <p style="text-align: center;">including</p> <ul style="list-style-type: none"> • forced & arranged marriage • honour violence 	-	-	-	-	-	<p style="color: red; margin: 0;">Together</p> <ul style="list-style-type: none"> • 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; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

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Year Group:5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	Spot bullying • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.	Happy being me • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. The land of the Red People • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	-	-	Being assertive • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.	Stop, start, stereotypes • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
E-Safety: including • self-image and identity • online relationships • online reputation • online bullying • managing online information • health & wellbeing • privacy & security • copyright & ownership	Would you...? • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online.	Is it true? • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual	-	Star qualities? • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.	Communication • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	-

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<ul style="list-style-type: none"> • sexting • upskirting 		orientation.				
<p>Health & wellbeing: including</p> <ul style="list-style-type: none"> • mental health • financial wellbeing 	<p>Our four key themes of recovery:</p> <p>13. Supporting children to build positive relationships with others</p> <p>14. Supporting children to manage their feelings and behaviour</p> <p>15. Supporting children to enjoy and achieve</p> <p>16. Supporting children's physical health and wellbeing</p>	<p>What's the story?</p> <ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. <p>Spending wisely</p> <ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. <p>Lend us a fiver!</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. 	<p>Getting fit</p> <ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>It all adds up!</p> <ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. <p>Different skills</p> <ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. 	-	<p>How are they feeling?</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. <p>Dear Hetty</p> <ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. <p>Changing bodies and feelings</p> <ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. <p>Growing up and changing bodies</p> <ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. <p>Help! I'm a teenager - get me out of here!</p> <ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	

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<p>Relationships: including</p> <ul style="list-style-type: none"> • Community • Domestic Abuse 	<p>-</p>	<p>Qualities of friendship</p> <ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. <p>Kind conversations</p> <ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others. 	<p>Fact or opinion?</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. <p>Rights, responsibilities and duties</p> <ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>Mo makes a difference</p> <ul style="list-style-type: none"> • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. <p>Local councils</p> <ul style="list-style-type: none"> • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. 	<p>My school community (2)</p> <ul style="list-style-type: none"> • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. 	<p>Collaboration Challenge!</p> <ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. <p>Give and take</p> <ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. <p>How good a friend are you?</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. 	<p>-</p>
<p>Physical safety: including</p> <ul style="list-style-type: none"> • road • water • stranger danger • family 	<p>Jay's dilemma</p> <ul style="list-style-type: none"> • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. <p>Decision dilemmas</p> <ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. <p>Ella's diary dilemma</p> <ul style="list-style-type: none"> • Define what is meant by a 	<p>It could happen to anyone</p> <ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. 	<p>-</p>	<p>Independence and responsibility</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. 	<p>-</p>	<p>It could happen to anyone</p> <ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. <p>Dear Ash</p> <ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.

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	dare; <ul style="list-style-type: none"> Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. 					
Drugs and Alcohol	<p>'Thinking' about habits</p> <ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. <p>Drugs: true or false?</p> <ul style="list-style-type: none"> Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. <p>Smoking: what is normal?</p> <ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>Would you risk it?</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	-	-	-	<p>Our emotional needs</p> <ul style="list-style-type: none"> Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 	-
Child Exploitation: including <ul style="list-style-type: none"> gangs youth violence gun, knife add street crime sexual 	-	-	-	-	-	<p>Taking notice of our feelings</p> <ul style="list-style-type: none"> Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

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Year Group:6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
British Values & School Values	Democracy Tolerance Pupil Voice Council Environment Council Eco Council	Tolerance Other faiths and beliefs	Mutual respect	Rule of law	Individual liberty	Individual liberty
Jigsaw Scheme - PSHE/SMSC	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference (including anti-bullying)	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me (including SRE)
SCARF Scheme	SCARF: Keeping Myself Safe	SCARF: Valuing Difference	SCARF: Rights and responsibilities	SCARF: Being My Best	SCARF: Me and My Relationships	SCARF: Growing and Changing
Anti-bullying: including • Cyber bullying • online safety • behaviour	-	OK to be different • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. We have more in common than not • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied .	-	-	-	-
E-Safety: including • self-image and identity • online relationships • online reputation • online bullying • managing online information • health & wellbeing • privacy & security • copyright & ownership	Think before you click! • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. Traffic lights • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology.	-	Fakebook friends • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives.	-	It's a puzzle • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology.	Media manipulation • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. Pressure online • Understand the risks

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<ul style="list-style-type: none"> • sexting • upskirting 	<p>To share or not to share?</p> <ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. 				<p>of sharing images online and how these are hard to control, once shared;</p> <ul style="list-style-type: none"> • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
<p>Gender based violence:</p> <ul style="list-style-type: none"> • differences and similarities 	-	<p>Boys will be boys? - challenging gender stereotypes</p> <ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 	-	-	-
<p>Health & wellbeing:</p> <ul style="list-style-type: none"> • mental health • financial wellbeing 	<p>Our four key themes of recovery:</p> <ol style="list-style-type: none"> 17. Supporting children to build positive relationships with others 18. Supporting children to manage their feelings and behaviour 19. Supporting children to enjoy and achieve 20. Supporting children's physical health and wellbeing 	<p>What's it worth?</p> <ul style="list-style-type: none"> • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. <p>Jobs and taxes</p> <ul style="list-style-type: none"> • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. 	<p>Five Ways to Wellbeing project</p> <ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <p>This will be your life!</p> <ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. <p>Our recommendations</p> <ul style="list-style-type: none"> • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. 	-	<p>Helpful or unhelpful? Managing change</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. <p>I look great!</p> <ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. <p>Making babies</p> <ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur;

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					<ul style="list-style-type: none"> Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.
<p>Relationships: including</p> <ul style="list-style-type: none"> Community Domestic Abuse 	<p>Joe's story (part 1)</p> <ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. <p>Joe's story (part 2)</p> <ul style="list-style-type: none"> Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. 	<p>Respecting differences</p> <ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication. <p>Tolerance and respect for others</p> <ul style="list-style-type: none"> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Advertising friendships!</p> <ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	<p>Two sides to every story</p> <ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. <p>Action stations!</p> <ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. 	-	<p>Working together</p> <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. <p>Let's negotiate</p> <ul style="list-style-type: none"> Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task. <p>Solve the friendship problem</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. <p>Assertiveness skills (formerly Behave yourself - 2)</p> <ul style="list-style-type: none"> List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>Behave yourself</p> <ul style="list-style-type: none"> Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies

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					<p>for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Dan's day</p> <ul style="list-style-type: none"> Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. 	
FGM	-	-	-	-	-	<p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.
<p>Physical safety: including</p> <ul style="list-style-type: none"> road water stranger danger family 	-	-	<p>Happy shoppers</p> <ul style="list-style-type: none"> Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. 	<p>What's the risk? (2)</p> <ul style="list-style-type: none"> Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. 	-	<p>Dear Ash</p> <ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. <p>What is HIV?</p> <ul style="list-style-type: none"> Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.
Drugs and Alcohol	<p>Rat Park</p> <ul style="list-style-type: none"> Define what is meant by addiction, demonstrating an understanding that addiction is a 	-	-	<p>What's the risk? (1)</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving alcohol); 	-	-

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	<p>form of behaviour;</p> <ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>What sort of drug is...?</p> <ul style="list-style-type: none"> Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. <p>Drugs: it's the law!</p> <ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. <p>Alcohol: what is normal?</p> <ul style="list-style-type: none"> Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. 			<ul style="list-style-type: none"> Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 		
<p>Prevent and Radicalisation/Abuse around faith and culture: including</p> <ul style="list-style-type: none"> forced & arranged marriage honour violence 	-	-	-	-	<p>Don't force me</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. 	-
<p>Child Exploitation: including</p> <ul style="list-style-type: none"> gangs youth violence gun, knife and street crime sexual 	-	-	-	-	<p>Acting appropriately</p> <ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. 	-