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| Intent | PSHE forms the bedrock of society as the subject in which children learn how to function as helpful, kind and productive members of a society which is ever-changing. Without the support of PSHE, children may find it difficult to learn how to manage their emotions, how to form strong and appropriate relationships, and how our world works. Over the course of the PSHE curriculum at Talavera Junior School, children progress from exploring the basics of life in the twenty-first century (for example, how to keep themselves safe in healthy relationships in year 3 and how to respond in an emergency situation in year 4) to challenging themselves with difficult questions which encourage them to become open-minded citizens of the world (for example, how they must both stay true to themselves and support their community in year 5 and how some cultural practices may be against British law in year 6). These tricky and philosophical explorations develop children who are accepting, curious and ready to enter secondary school. Yellow = friendship unitsBlue = community unitsGreen = self-esteem and safetyPurple = British Values |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | **Keeping Safe****To explain how to keep myself and others safe (2 lessons)**explain the difference between a danger, a hazard and a riskunderstand school rules about health and safetyrecognise, predict and assess risks in different situations understand where and how to get help in these situationsunderstand school rules about health and safety recognise, predict and assess risks in different situations**To decide how to manage risks responsibly**explain how to minimise risks in different situations including around school and the local environmentunderstand basic emergency first aid procedures**To develop an awareness of my uh-oh feelings and know who can help keep me safe.****describe who is a stranger and why**identify people who are responsible for helping me stay safe.explain ways that I can help people to keep me safe**To understand how to cross a road safely**explain what 'stop, look and listen' meansknow why we must follow the rules when crossing a roadcan recognise safe places to cross a road | **I Love Me!****To recognise and celebrate different strengths**recognise different strengthsrecognise the strengths in someone elseknow my own strengths**To understand that everyone is different (2 lessons)**understand when we might feel new emotionsrecognise new experiences can feel strange but can be rewardingexplain how I am different from othersunderstand why difference is goodIndividual Liberty (BV)**To understand that failure is important in our lives**understand the importance of perseveranceunderstand that hard work and determination can lead to success | **Maintaining Friendships****To understand what a healthy friendship looks and feels like**understand what is meant by a healthy relationshipunderstand and draw judgements about qualities of friendship**To know that my actions affect myself and others**identify positive and negative actionsidentify positive and negative consequences**To find ways to solve arguments using compromise**understand the concept of compromiseapply the concept of compromise to my own life**To give constructive feedback to others**understand the concept of constructive feedbackpractise the skill of giving feedbackexplore the effects of giving feedback in a way that is not constructive**To know that friends are not only people I see** **every day and to understand how to stay in contact**understand the concept of friendship in a modern worldexplore how friends may move in and out of our livesapply this understanding to our own livesidentify ways to stay in touch with friends | **Positive Relationships****To recognise and respond to a wide range of feelings in others**explore what friendship means to different people and how this can affect our behaviourexplore how behaviour and emotions can be closely related, including when behaviour masks an emotion**To recognise what constitutes a healthy relationship**identify elements and qualities of a healthy friendshipunderstand healthy relationships can have conflictexplore ways to re-build friendships after a conflict**To be aware of different types of relationships**identify types of relationshipsexplore ways to improve relationships**To understand that marriage is a commitment**explore the concept of marriageunderstand the marriages and other relationships are a commitmentunderstand that marriages and serious relationships can exist between many different types of people | **Community I****To identify what being part of a community means**understand the concept of communityunderstand what community looks like in our own livesexplore the emotions someone may feel if they are left out of a community**To identify what communities I belong to and the impact I can have**identify positive and negative impacts that we can have on our communityapply these understandings to the Covid-19 response**To identify that there are different responsibilities towards the environment**explore the concept of responsibilityexplore our responsibility towards the environmentunderstand the impact that we can make on our community environmentRespect and Tolerance (BV)**To understand difference within the community and show acceptance towards others**understand differences and similarities within a communitypractise the skills of enquiring politely**To recognise and acknowledge diversity within our community**celebrate diversity within our communityidentify our own strengths and the strengths of others | **Right and Wrong****To understand what a human right is**explore the concept of human rightsapply this understanding to the concept of refugeesexplain the importance of human rights**To understand the difference between right and wrong**understand the impact or consequences of our choicesexplore the concept of moralsapply the idea of morals to our own beliefsRespect and Tolerance (BV)**To understand the difference between a moral right and a legal right**understand what is meant by both legal and moral rightsexplore the difference between legal and moral rightsapply the rights that we have as children to our own lives**To understand how laws are made**explain the concept of a lawunderstand the importance of lawsapply the concept of laws to Talavera Junior SchoolRule of Law (BV) |
| Year 4 | **Facing Emotions****To understand different feelings and to be able to explain my feelings to others**understand that we have good and not so good feelingsextend my vocabulary to enable me to explain my feelings to others**To recognise that I can experience conflicting emotions**explain the concept of conflicting emotionsunderstand when I might need to listen to my emotions or try to overcome them**To understand changing emotions and know who can help**understand that emotions should changeknow that I can and should talk to people when I don't feel goodpractise asking for help if I am struggling with my emotions**To recognise different emotions and understand that they can change**identify different types of emotionsexplore how we can experience multiple emotions at onceunderstand what can trigger a change in our emotions | **Friendships Make Me Feel Good****To explore how friendships impact on us**philosophy-based discussion: having friends is the most important thing in the world. Do you agree?explore how we behave with our friendsidentify how friendships make us feel**To be reflective about my behaviour with my friends**identify when and why we treat our friends in a way that isn’t kind or safeexplore the concept of empathy **To identify when friendships are unsafe (double lesson)**identify unsafe behaviour in a friendshipidentify unkind behaviour in a friendshipexplore negative messages we give ourselvesdiscuss how friendship can improve our self-image**To understand how mental wellbeing and friendship are linked**philosophy-based discussion, building a complete person, based on Maslow’s hierarchy of needsidentify the most important elements of ourselves to encourage others to be friends with usexplore the responsibility that we have to be kind and respectfulRespect and Tolerance (BV) | **Healthy Eating**This unit follows on/fits around the whole school Healthy Eating unit to provide year 4 with a wider understanding. As such, the unit appears shorter than others. **To understand how fast food can be deceivingly portrayed in the media**identify when marketing is directed at childrenexplore our emotional and physical responses to marketing of fast fooddraw a judgement on whether we believe marketing to children should be allowed or not**To understand the effects of bacteria and viruses and how to prevent germs from spreading**understand the terms bacteria, virus and germsunderstand how to keep ourselves safe from bacteria and viruses**To explore the pressures of keeping healthy in everyday life**explore how the choices we make are part of our Individual Liberty (BV)understand the impact of the choices we make | **Emergency!****To identify dangers in order to avoid accidents**identify different dangers in my home and at home use my knowledge of these dangers to avoid and prevent accidentsidentify that the police enforce the Rule of Law (BV)**To know how to contact the emergency services****explain different types of emergencies**know the different emergency services available to usunderstand that you may play a part in an emergency and the impact that this could have on someone’s lifeknow who to call in an emergency and what to say on the phone**To explore how emergencies affect emotions**explore the different emotions felt in emergencies and how we might feelunderstand that we must try to overcome our emotions in order to get helpconsider strategies which may help us to manage our emotions in stressful situations**To understand how lack of sleep affects our ability to function safely**identify how lack of sleep affects our mindsunderstand how sleep helps us to stay safesuggest ways to help our sleep patterns**To know what first aid is and why it is important****understand the term ‘first aid’**understand why first aid is importantidentify how we can save lives using some basic first aidunderstand when first aid is needed | Our Army**To understand some roles and responsibilities of the British Army**identify some roles of the British army in the UK and overseasexplain how the British army help people in the UK and overseasgive am opinion as to whether a country should have an army **To understand the core values of the British Army****identify the core values of the British army**make comparisons between the army's values and our school values**To explore moral dilemmas involved in war**explore some moral dilemmas caused or made worse by warconsider positive and negative impacts of war on children**To consider how the army upholds democracy and human rights**explain what a human right is and name some core human rightsconsider how the army helps to grant people their human rights and when it may take those rights away and whyexplain how the army supports democracy | Dealing with Money**To explore different attitudes to spending and saving**understand that people save and spend their money differentlyidentify the difference between wants and needs make decisions about what is most important to spend money on**To know how and why we prioritise spending**understand that people save and spend their money differentlyunderstand that people have different opinions about what is most important make decisions about what is most important to spend money on and explain my choices**To explore payment methods**understand that there are different ways to payunderstand that different payment methods may be better in different circumstances **To explore how and why we save money**understand some different ways to save moneyexplain the benefits and drawbacks of certain saving methodsunderstand the benefits of saving as a way to plan for future spending |
| Year 5 | **Coping with Emotions****To understand our emotions and the effect they have on us (2 lessons)**understand the concept of stress and how we can experience it differentlyexplore the effects of different emotions on our bodiesidentify how school can trigger these emotions in usconsider the importance of resilience**To identify the situations when emotions arise and the consequences of them (2 lessons)**explore different emotions to the previous lessons in situations which may apply to usidentify positive and negative consequences of our emotionspractise the skills of empathy and giving advice**To identify different strategies for keeping calm and emotionally safe**explore and practise the skills needed to be able to cope with our changing emotionsconsider whether Individual Liberty or Mutual Respect and Tolerance are more important in expressing personal emotions (BV) | **Responsibility and Pressure****To understand what independence is and the responsibility behind independence**define both the concepts of independence and of responsibility discuss the importance of staying safe as you get older in the context of law – Rule of Law (BV)**To understand peer pressure and how they often create a moral dilemma**understand the concept of peer pressurerevise a moral versus legal right from year 4identify how people should and can make decisions in difficult situations**To develop techniques to help prevent and protect you from peer pressure**apply your understanding of self-esteem to peer pressure to understand why people may put themselves in dangerous situationsidentify ways to improve our self-esteempractise the skills of empathy and support for others explore how giving in to peer pressure is affecting your Individual Liberty (BV)**To understand where peer pressure can come from that we might not expect**begin to consider how the media can affect our self-esteem or be a source of pressureconsider how our families can affect our self-esteem or be a source of pressureidentify ways to alleviate pressure | **Trust and Loyalty****To understand the terms 'trust' and 'loyalty'**define the terms trust and loyaltyidentify how to demonstrate these qualities to someoneunderstand why trust is importantunderstand the consequences of breaking trust or of disloyalty**To discuss secrets and secret-keeping**explore the difference between types of secrets and how to keep our friends safeexplore how telling secrets to adults where needed is not breaking trust or loyalty**To identify the impact of dares and their consequences**understand the consequences of daresexplore the difference between healthy and unhealthy choicesunderstand how choices are our Individual Liberty to make (BV)to practise saying no to friends**To understand the characteristics of a positive relationship**understand the difference between trust and friendshipreflect on our own strengths and weaknesses as a friend | **Community II****To understand the meaning of community and what it means to be cohesive**revise the concept of Community from year 3explore what community means to usunderstand the positive outcomes of belonging to a communityunderstand the difference between a cohesive and non-cohesive community**To discuss and understand that consequences can occur in communities when there is conflict**understand the concepts of conflict and consequenceexplore the difference between win-win, win-lose and lose-lose scenariospractise the skills of empathy and friendship to resolve conflicts**To understand the benefits of physical exercise on yourself and the community**understand how physical exercise can positively impact your mental healthexplore the positive impacts of exercise on our community**To understand how to improve our physical and mental health**understand why it is important to improve our physical and mental healthunderstand and practise different ways to improve our physical and mental healthunderstanding the concept of self-care | **Personal Safety****To understand how to minimise threats to our personal safety**understand the concept of personal safetyexplore how to identify when a stranger poses a threat to usconsider when people we know may pose a threat to us**To be able to explain the purpose and importance of age restrictions for websites, games and activities**explore the concepts of age restrictionsmake connections between concepts of age restrictions to the Rule of Law (BV)**To understand personal safety and who to turn to when I need help**identify safe adults that I can talk to when I need helppractise how to support someone else when they ask for helpexplore when risks are justified | **Business Minds****To understand what enterprise means**explore and define the concept of enterpriseidentify examples of enterprisesexplore the benefits of enterprises to the community**To identify the different skills and qualities of an enterprising person**explore examples of entrepreneurs explore the benefits of entrepreneurs to the communityidentify the qualities needed to be a successful entrepreneur**To explain the importance and purpose of having a job**identify the purpose of having a job, for both the individual and to the community**To identify different jobs available and how they differ**identify our strengths and weaknesses as employeesexplore jobs which we may be suitable for based on our own strengths and weaknessesidentify ways to improve skills which we wish we had |
| Year 6 | **Democracy****To understand the structure of parliament**understand the structure of parliament understand the roles of individuals within this structureexplore the importance of Democracy (BV)**To understand how and why laws are made and enforced**understand the difference between a bill and a lawunderstand how a bill becomes a lawexplain the importance of laws**To explore how conflicts can be resolved by looking at things fairly**understand the emotions someone else may feel during a conceptpractise the skill of empathyexplore how to mediate a conflict**To understand that there are some cultural practices which are against British law**understand the difference between forced and arranged marriagesunderstand how a safe adult behaves | **Healthy Body, Healthy Mind****To recognise that images in the media do not always reflect reality**explore the concept of Photoshop and identify it in imagesexplain why someone may want to change their image**To understand how images in the media can affect people's emotions and self-esteem**understand the concept of self-esteemidentify things that you do and do not like about yourselfexplain how images can impact our self-esteempractise ways to support someone else’s self-esteem**To understand that we are all unique and identify positive aspects of our body and personality**explore how focusing on the positives of our body and personality can have a positive impact on our mental health**To understand why smoking is now banned from adverts and the influence this has had**understand the negative health impacts associated with smoking | **Discrimination****To understand what is meant by discrimination**understand the concept of discriminationidentify types of discriminationexplore the emotions someone may experience if they are discriminated against**To understand the effects of discriminatory views and stereotypes**explore stereotypes which we may hold about others without realisingchallenge stereotypes**To understand that in this country people have equal rights within marriage**explore the concept of marriageunderstand the marriages and other relationships are a commitmentunderstand that marriages and serious relationships can exist between many different types of peopleunderstand that the value of Individual Liberty (BV) does not override British law**To understand discrimination against disabilities**explore the concept of discrimination with regards to disabilities and learning needsunderstand how to challenge discrimination when we see it**To understand what is meant by bullying and its effects**understand the emotions associated with bullying, from both partiespractise how to challenge bullyingexplore how bullying goes against the values of Respect and Tolerance (BV)**To understand how to confront prejudice and discrimination**explore when discrimination may be experiencedpractise how to challenge discrimination when it occurs | **Making and Saving Money****To understand the role money plays in my life**explore the importance of moneyunderstand the importance and use of a budget**To understand what it means to be a critical consumer**understand the concept of a critical consumerexplore ways in which to be more critical when shoppingassign value to products not based on branding**To understand the terms "debt" and "savings"**understand and explain the concepts of debt and savingsexplore how savings can be created and usedjustify spending by the Chancellor of the Exchequer**To understand the term "loan" and its advantages and disadvantages**explain the concept of a loanexplore the risks of pay day loansexplore the advantages and disadvantages of taking out a loan in context**To recognise financial scams and identify their consequences**understand and explain the concept of a planpractise spotting the identifying factors of scamsunderstand how to protect ourselves from scams online | **Transition**This unit gives children the opportunity to raise their own concerns about the move to secondary school as well as identifying key areas which we have found children often find difficult, including: how to be prepared each day; how to safely get to and from school; how to tie a tie; how to make new friends; and how to say good bye to their current school.**Events: Bikeability** |
| All year groups | * **Dads Versus Kids Rugby**
* **Fijian Day**
* **NSPCC workshops (every year other)**
* **Prefects, School Councillors, Play Leaders and House Captains appointed**
* **Feeling Safe survey I**
* **Talavera Treat**
 | * **Healthy Eating**
* **Flu immunisations**
* **Wellbeing Week**
* **Christmas Cinema**
* **Christmas Jumper Day**
* **Christmas lunches**
* **Talavera Treat**
* **Pantomime**
 | * **Nepali Day**
* **Friendship Week**
* **Internet Safety Week**
* **House Event – cross-country**
* **Talavera Treat**
 | * **Night of 1000 Smiles**
* **Feeling Safe survey II**
* **Talavera Treat**
 | * **Healthy Relationships training for all teaching staff**
* **Healthy Relationships survey to parents**
* **House event – spellings**
* **Talavera Treat**
* **British Values Day**
 | * **Healthy Relationships**
* **Family Camp Out**
* **Moving Up morning**
* **Camo Day**
* **Sports Day**
* **House event – times tables**
* **Talavera Treat**
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