

Knaphill PSHE Curriculum



Subject Domains

Personal	Social	Health	Economy
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Key Concepts

Achievements and aspirations	First Aid	Families	Tolerance and diversity	Drugs	Changes (physical and situational)	Emotional wellbeing and mental health	Self-esteem and confidence
Consent	British Values	Relationships	Citizenship	Community	Conflict resolution	Democracy and the Law	Discrimination
Money	Environment	Safeguarding	Physical health	Online Safety	Media	Puberty	Respect
Rights and responsibilities							

Key Concepts within Subject Domains

Personal	Social	Health	Economy
Achievements and aspirations	Achievements and aspirations	First Aid	Achievements and aspirations
First Aid	Tolerance and diversity	Drugs	Consent
Families	Drugs	Changes (physical and situational)	Relationships
Drugs	Changes (physical and situational)	Self-esteem and confidence	Citizenship
Changes (physical and situational)	Emotional wellbeing and mental health	Consent	Community
Emotional wellbeing and mental health	Self-esteem and confidence	Relationships	Democracy and the Law
Self-esteem and confidence	Consent	Discrimination	Discrimination
Consent	British Values	Environment	Money
Discrimination	Relationships	Safeguarding	Safeguarding
Safeguarding	Citizenship	Physical health	Online Safety
Physical health	Community	Online Safety	Media
Online Safety	Conflict resolution	Puberty	Rights and responsibilities
Media	Democracy and the Law		
Puberty	Discrimination		
Respect	Environment		

Rights and responsibilities	Safeguarding		
	Online Safety		
	Media		
	Respect		
	Rights and responsibilities		

End Points

Prior Endpoint: by the end of Key Stage 1, pupils should be able to:

- **Apply all learning in their everyday lives to keep themselves and those around them happy, healthy and safe in school and online.**
- Tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.
- Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.
- Give lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
- Most of the time I can express my feelings in a safe, controlled way.
- Say how I could help myself if I was being left out.
- Give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.
- Give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.
- Give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
- Explain that they can be helpful or harmful, and say some examples of how they can be used safely.
- Give examples of when I've used some of these ideas to help me when I am not settled.
- Name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.
- Explain how setting a goal or goals will help me to achieve what I want to be able to do.
- Tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.
- Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).
- Give examples of how to give feedback to someone.

By the end of Year 4 (LKS2), pupils should be able to:

- **Apply all learning in their everyday lives to keep themselves and those around them happy, healthy and safe in school and online.**
- Give a lot of examples of how I can tell a person is feeling worried just by their body language.
- Say what I could do if someone was upsetting me or if I was being bullied.
- Explain what being 'assertive' means and give a few examples of ways of being assertive.
- Say a lot of ways that people are different, including religious or cultural differences.
- Explain why it's important to challenge stereotypes that might be applied to me or others.
- Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.
- Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.
- Give examples of positive and negative influences, including things that could influence me when I am making decisions.
- Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.
- Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.
- Give examples of these decisions and how they might relate to me.
- Give a few examples of different things that I do already that help to me keep healthy.
- Give different examples of some of the things that I do already to help look after my environment.
- Label some parts of the body that only boys have and only girls have.
- List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
- Tell you why people get married.

By the end of Year 6 (UKS2), pupils should be able to:

- **Apply all learning in their everyday lives to keep themselves and those around them happy, healthy and safe in school, online and in the wider community.**
- Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
- Give examples of negotiation and compromise.
- Explain what inappropriate touch is and give example.
- Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
- Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
- Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
- Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
- Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
- Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves
- Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
- Explain the advantages and disadvantages of different ways of saving money.
- Tell you how I can overcome problems and challenges on the way to achieving my goals.

- Give examples of an emotional risk and a physical risk.
- Give an example of a secret that should be shared with a trusted adult.
- Tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
- Give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).

Year: 3	Unit: Relationships	Tem: Autumn
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Know the difference between secret and surprise • Know how they can make people feel • Understand when secrets are not ok • Understand cooperation and collaboration • Know the different skills people can bring to a team • Know what a positive relationship is • Know how to maintain positive relationships • Know how their actions can affect others • Understand how a relationship can be unhealthy and what to do if this happens • Know everyone has the right to personal space • Know when touch is inappropriate • Know what to do if they are unhappy with touch 	<ul style="list-style-type: none"> • Know and use strategies to resolve conflict • Know qualities of friendship • Understand why friends sometimes fall out • Know how to handle with peer pressure • Understand why bullying happens • Understand what prejudice is • Understand what is meant by respect • Know how to show respect, even when opinions are different • Understand there are different types of family • Know about adoption, fostering and same-sex relationship • Understand that differences between people are ok 	
Main values shown in this unit: courage, resilience, kindness, honesty, respect, integrity, positivity,		

Year: 3	Unit: Living in a Wider World	Tem: Spring
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Know why we have rules • Understand consequences of broken rules • Understand our diverse country • Know similarities and differences between some cultures • Understand the importance of respect and tolerance • Understand how people can have different opinions • Understand how what is said isn't always true • Know that the internet isn't always right/safe • Know the different responsibilities of those in their community 	<ul style="list-style-type: none"> • Understand the different communities they are a part of and what they add to each community • Know other members in the community • Understand what we mean by environment • Understand difference between want and need • Understand what needs to be paid for in the home • Understand income and how it is a different amount for different people • Know how to make a 999 call 	

- Know what someone who is hurt needs
- Understand why different injuries need different treatment

Main values shown in this unit: equality, curiosity, pride, respect, responsibility, kindness, integrity,

Year: 3	Unit: Health and Wellbeing	Tem: Summer
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand healthy/balanced eating • Eat-well plate • How infections pass between people • Medicine and non-medicine ways to feel better • Know that medicines are drugs • Know proper use of medicines • Know and understand risky situations • How to minimise risk 	<ul style="list-style-type: none"> • Who can help? • Know key risks and effects of cigarettes and alcohol • Know term 'drug' and what it means • Understand feelings associated with loss • Know how to cope with these feelings • Know own skills/talents and be able to identify skills/talents of others • Know own achievements and areas of development 	
Main values shown in this unit: courage, equality, resilience, responsibility, aspiration, positivity,		

Year: 4	Unit: Relationships	Tem: Autumn
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Know how to withstand peer pressure • Understand how peer pressure is unhealthy • Understand how to deal with dares that make them feel uncomfortable • Understand it is ok to say no to a friend • Know how to say no to something they do not want to do • Understand they have the right to personal space and privacy • Know what to do when they feel uncomfortable with someone's actions towards them • Know how to work collaboratively towards shared goals • Know how to negotiate and compromise in a respective way • Understand the laws relating to marriage including age, same sex marriage • Understand why some couples may decide not to get married • Understand a wide range of emotions • Understand how different emotions can be felt in the same situation 	<ul style="list-style-type: none"> • Understand how emotions can link to our physical feelings • Know the difference between secrets and surprises • Know when it is ok to 'break a secret' • Understand that some secrets are bad and should be told to a trusted adult • Understand the different types of relationships common for their age • Know how these different relationships can have an impact on them • Understand that everyone is unique • Appreciate what makes them different • Understand that they can make different choices to their friends • Know what to do when someone is unkind due to a difference 	
Main values shown in this unit: courage, resilience, kindness, honesty, respect, integrity, positivity,		

Year: 4	Unit: Living in a Wider World	Tem: Spring
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Children should be able to understand and be seen to apply the following to their everyday lives:

- Understand what is meant by community
- Know the different communities they are part of
- Understand the different members of their class and school community and what they do to support
- Know why we have rules and laws
- Understand why different rules and laws are needed in different situations
- Understand how to be a part of changing rules
- Know how to find out about and talk about topical issues that affect them
- Understand how media portrayal isn't always realistic
- Understand and appreciate the range of identities in the UK
- Understand what a stereotype is
- Understand why stereotypes are formed
- Understand the media's influence/use of stereotypes
- Understand that everyone has human rights
- Know what some human rights of children are
- Understand that human rights are protected
- Understand how members of the community help
- Understand and respect the role of a volunteer
- Understand the importance of volunteering
- Know ways in which they can care for the environment
- Understand how different organisations take care of the environment
- Understand why this is important
- Understand 'income' and 'expenses'
- Know what expenses there are at home and at school
- Know which expenses are essential and which are non-essential
- Understand what Tax is
- Understand what tax is used for and who pays it
- Know how to make a 999 call
- Know how to help someone who is unconscious
- Know how to help someone who is bleeding
- Understand why an injured person may need to be left where they are for help to come to them

Main values shown in this unit: equality, curiosity, pride, respect, responsibility, kindness, integrity,

Year: 4	Unit: Health and Wellbeing	Term: Summer
<p>Children should be able to understand and be seen to apply the following to their everyday lives:</p>		
<ul style="list-style-type: none"> • What choices do we make • What choices do others make • When can these choices be different? • How our bodies get energy • Eat-well plate • Understand difference between dangerous, risky or hazardous • How to manage risk • Know who in the community keeps us safe • Understand consequences of risky behaviour • Know key risks and effects of alcohol and cigarettes • Know the risks of medicines • Understand how diseases spread • Understand link between emotions and facial/body expressions • Understand how feelings about something can change • How to handle conflicting emotions • How feelings can affect us physically • Understand how to compromise • Know common changes they may experience during childhood • Know the emotions associated with change and how to cope with them • Know what to be proud of and what to work on. • Understand why we shouldn't compare ourselves to what others can do 		
<p>Main values shown in this unit: courage, equality, resilience, responsibility, aspiration, positivity,</p>		

Year: 5	Unit: Relationships	Tem: Autumn
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand how actions have consequences for themselves and others • Know who they can trust for different things • Understand how to handle situations in which they feel uncomfortable • Know how to work as part of a team • Understand how to negotiate and compromise • Understand how bullying and discrimination can affect people • Know what makes a relationship healthy • Understand how bullying can happen due to personal expression • Know how bullying can be stopped • Understand how to respond to the emotions of others 	<ul style="list-style-type: none"> • Know how they are a good friend themselves • Know how to be respectful to others • Understand how kindness is needed in order to make a friendship last • Know what type of secrets are safe and which should be told • Know when it is important to break a confidence • Understand and handle 'dares' • Understand what discrimination and injustice are • Know why discrimination and injustice happen • Know how to challenge discrimination and injustice 	
Main values shown in this unit: courage, resilience, kindness, honesty, respect, integrity, positivity,		

Year: 5	Unit: Living in a Wider World	Tem: Spring
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand how rules and laws protect the community • Understand how laws are made and changed • Understand how the information we see online isn't always true • Know how to find out about topical issues that may affect them • Understand how different groups/communities make up the UK • Know the importance of mutual respect • Know the difference between rights, responsibilities and duties • Explain how not following them can cause problems for individuals and whole communities • Understand what being part of a community means to an individual • Know how to propose ideas to improve the school community • Understand how volunteers contribute to the community 	<ul style="list-style-type: none"> • Understand that making items cost • Understand that research should be carried out before making a large purchase • Understand how to look after their own money • Know how to make a 999 call • Know what someone who is hurt needs • Understand why different injuries need different treatment • Know how to treat a range of minor injuries • Know how to help someone who is unconscious • Know how to help someone who is bleeding • Understand why an injured person may need to be left where they are for help to come to them 	
Main values shown in this unit: equality, curiosity, pride, respect, responsibility, kindness, integrity,		

Year: 5	Unit: Health and Wellbeing	Tem: Summer
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand misconceptions around smoking 	<ul style="list-style-type: none"> • Understand the importance of resilience and how to build it 	

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| <ul style="list-style-type: none"> • Know harmful effects of smoking and alcohol • Know what the body needs to survive and thrive • Know difference between positive and negative risks • Know when to take risks • Understand emotional needs and risks • Understand habits and how they can make life more tricky • Understand their level of independent increases as they grow up • Understand who keeps them safe • Know their emotional needs and how they can change depending on circumstances • Understand that they do not always have to agree with peers • Know how to resist peer pressure | <ul style="list-style-type: none"> • Understand how legal drugs could damage your health • Understand that some drugs are illegal • Know their own strengths/talents • Know their areas of improvement • Understand the main changes people go through during puberty and how to handle them • Know these changes happen at different times for different people • Understand menstruation • Know who to talk to about puberty • Understand some of the changes people face in life • Know how to cope with these changes |
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Main values shown in this unit: courage, equality, resilience, responsibility, aspiration, positivity,

Year: 6	Unit: Relationships	Tem: Autumn
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand some challenges that can arise from friendship • Understand how to handle conflict respectfully • Know the importance of team work • Know how to work collaboratively • Understand negotiation and compromise as terms • Know how to negotiate respectfully and how to reach a compromise • Understand some physical contact is ok, and some is not • Know what to do when physical contact does not feel ok • Understand that some inappropriate touch is illegal • Understand the importance of being assertive when being pressured • Understand how to avoid peer-pressure by being assertive 	<ul style="list-style-type: none"> • Understand the consequences of reacting to others actions • Understand how commitment works in healthy relationships • Understand the laws surrounding marriage and that everyone has the right to choose • Understand the different relationships they have • Understand the importance of different types of relationships • Understand the importance of respect at all times • Know how to show respect to different people • Understand that everyone deserves respect, regardless of race, family, religion, gender sexual orientation etc. • Understand how to respond to discrimination as a bystander 	
Main values shown in this unit: courage, resilience, kindness, honesty, respect, integrity, positivity,		

Year: 6	Unit: Living in a Wider World	Tem: Spring
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Understand the human rights of children in the past • Understand how the human rights of children have changed over timer • Know that children have their own human rights 	<ul style="list-style-type: none"> • Understand the importance of laws • Understand their place in the community • Understand the importance of feeling part of a community 	

- Know the human rights that apply to them
- Understand what prejudice is
- Understand the benefits of living in a diverse society
- Understand the importance of respecting differences
- Democracy- Covered in Political parties
- Understand the term democracy
- Understand how democracy works
- Know how democracy happens in the UK
- Understand the process of elections
- Understand the process of law making
- Understand how different charities and companies support local and national communities
- Understand the importance of caring for the environment
- Understand responsibility in terms of environmental care
- Know how we can care for the environment
- Understand what is meant by being environmentally sustainable
- Know the benefits of saving money
- Understand different methods of saving money
- Understand different jobs are paid differently
- Understand who has to pay tax and what it is used for

Main values shown in this unit: equality, curiosity, pride, respect, responsibility, kindness, integrity,

Year: 6	Unit: Health and Wellbeing	Tem: Summer
Children should be able to understand and be seen to apply the following to their everyday lives:		
<ul style="list-style-type: none"> • Know what can affect their physical and mental health • Understand how to look after their own wellbeing • Understand how media images can be changed from reality • Know the negative parts of fame • Understand importance of personality, not just looks • Understand the difference between fact and opinion • Alcohol and Drugs/ Addiction- 3 lessons • Understand that the same drugs can have different uses • Understand the laws regarding drugs in this country • Understand why misperceptions of alcohol exist • Understand the effects and risks of drinking alcohol • Know that all humans have basic emotional needs • Know how emotional needs can be met • Understand difference between enjoyment and addiction • Know that addiction is an emotional need 	<ul style="list-style-type: none"> • Know how to handle conflicting emotions • Understand the consequences of some risk-taking • Understand the norm around drinking and smoking • Understand the different risks related to growing up • Know how their body changes at is reaches puberty • Understand how to get support if they are concerned about their body • Know their own goals for life • Understand how to work towards these goals • Understand emotional responses to changes • Know positive strategies to deal with change • Understand what a stereotype is • Know how to challenge stereotypes • Know how the media can reinforce stereotypes • Understand the biological process of reproduction and birth 	
Main values shown in this unit: courage, equality, resilience, responsibility, aspiration, positivity,		