

Curriculum Overview  
PSHE 2022-23



**HENRY HINDE  
JUNIOR SCHOOL**

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me and My Relationships	Me and My Relationships	Me and My Relationships	Me and My Relationships
Autumn 2	Valuing Difference	Valuing Difference	Valuing Difference	Valuing Difference
Spring 1	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe
Spring 2	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
Summer 1	Being my Best	Being my Best	Being my Best	Being my Best
Summer 2	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing



### *Purpose of Study*

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary

### *Subject Content*

#### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

#### **Caring Relationships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

### **Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

**Being Safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



<b>Term</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>● As a rule</li> <li>● Looking after our special people</li> <li>● How can we solve this problem?</li> <li>● Tangram team challenge</li> <li>● Friends are special</li> <li>● Thunks</li> <li>● Dan's dare</li> </ul>	<ul style="list-style-type: none"> <li>● Human machines</li> <li>● Ok or not ok? (part 1)</li> <li>● Ok or not ok? (part 2)</li> <li>● An email from Harold!</li> <li>● Different feelings</li> <li>● When feelings change</li> <li>● Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration Challenge!</li> <li>● Give and take</li> <li>● Communication</li> <li>● How good a friend are you?</li> <li>● Relationship cake recipe</li> <li>● Our emotional needs</li> <li>● Being assertive</li> </ul>	<ul style="list-style-type: none"> <li>● Working together</li> <li>● Let's negotiate</li> <li>● Solve the friendship problem</li> <li>● Behave yourself</li> <li>● Assertiveness skills (formerly Behave yourself - 2)</li> <li>● Don't force me</li> <li>● Acting appropriately</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>● Respect and challenge</li> <li>● Family and friends</li> <li>● My community</li> <li>● Our friends and neighbours</li> <li>● Let's celebrate our differences</li> <li>● Zeb</li> </ul>	<ul style="list-style-type: none"> <li>● Can you sort it?</li> <li>● What would I do?</li> <li>● The people we share our world with</li> <li>● That is such a stereotype!</li> <li>● Friend or acquaintance?</li> <li>● Islands</li> </ul>	<ul style="list-style-type: none"> <li>● Qualities of friendship</li> <li>● Kind conversations</li> <li>● Happy being me</li> <li>● The land of the Red People</li> <li>● Is it true?</li> <li>● Stop, start, stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>● OK to be different</li> <li>● We have more in common than not</li> <li>● Respecting differences</li> <li>● Tolerance and respect for others</li> <li>● Advertising friendships!</li> <li>● Boys will be boys? - challenging gender stereotypes</li> </ul>



<p><b>Spring 1</b></p>	<ul style="list-style-type: none"> <li>● Safe or unsafe?</li> <li>● Danger or risk?</li> <li>● The Risk robot</li> <li>● Super Searcher</li> <li>● Help or harm?</li> <li>● Alcohol and cigarettes: the facts</li> </ul>	<ul style="list-style-type: none"> <li>● Danger, risk or hazard?</li> <li>● How dare you!</li> <li>● Keeping ourselves safe</li> <li>● Raisin challenge</li> <li>● Picture wise</li> <li>● Medicines: check the label</li> </ul>	<ul style="list-style-type: none"> <li>● Spot bullying</li> <li>● Play, like, share</li> <li>● Decision dilemmas</li> <li>● Ella's diary dilemma</li> <li>● Vaping: healthy or unhealthy?</li> <li>● Would you risk it?</li> </ul>	<ul style="list-style-type: none"> <li>● Think before you click!</li> <li>● To share or not to share?</li> <li>● Rat Park</li> <li>● What sort of drug is...?</li> <li>● Drugs: it's the law!</li> <li>● Alcohol: what is normal?</li> </ul>
<p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>● Helping each other to stay safe</li> <li>● Recount task</li> <li>● Our helpful volunteers</li> <li>● Can Harold afford it?</li> <li>● Earning money</li> <li>● Harold's environment project</li> </ul>	<ul style="list-style-type: none"> <li>● Who helps us stay healthy and safe?</li> <li>● It's your right</li> <li>● How do we make a difference?</li> <li>● In the news!</li> <li>● Safety in numbers</li> <li>● Why pay taxes?</li> </ul>	<ul style="list-style-type: none"> <li>● What's the story?</li> <li>● Fact or opinion?</li> <li>● Mo makes a difference</li> <li>● Rights, respect and duties</li> <li>● Spending wisely</li> <li>● Lend us a fiver!</li> </ul>	<ul style="list-style-type: none"> <li>● Two sides to every story</li> <li>● Facebook friends</li> <li>● What's it worth?</li> <li>● Happy shoppers - caring for the environment</li> <li>● Democracy in Britain 1 - Elections</li> <li>● Democracy in Britain 2 - How (most) laws are made</li> </ul>
<p><b>Summer 1</b></p>	<ul style="list-style-type: none"> <li>● Derek cooks dinner! (healthy eating)</li> <li>● Poorly Harold</li> <li>● Body team work</li> <li>● For or against?</li> <li>● I am fantastic!</li> <li>● Top talents</li> </ul>	<ul style="list-style-type: none"> <li>● What makes me ME!</li> <li>● Making choices</li> <li>● SCARF hotel</li> <li>● Harold's Seven Rs</li> <li>● My school community</li> <li>● Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>● It all adds up!</li> <li>● Different skills</li> <li>● My school community</li> <li>● Independence and responsibility</li> <li>● Star qualities?</li> <li>● Basic first aid, including Sepsis Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● This will be your life!</li> <li>● Our recommendations</li> <li>● What's the risk? (1)</li> <li>● What's the risk? (2)</li> <li>● Basic first aid, including Sepsis Awareness</li> <li>● Five Ways to Wellbeing project</li> </ul>



<p><b>Summer 2</b></p>	<ul style="list-style-type: none"> <li>● Relationship tree</li> <li>● Body space</li> <li>● None of your business!</li> <li>● Secret or surprise?</li> <li>● My changing body</li> <li>● Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>● Moving house</li> <li>● My feelings are all over the place!</li> <li>● All change!</li> <li>● Preparing for changes at puberty (formerly Period positive/preparing for periods)</li> <li>● Secret or surprise?</li> <li>● Together</li> </ul>	<ul style="list-style-type: none"> <li>● How are they feeling?</li> <li>● Taking notice of our feelings</li> <li>● Dear Ash</li> <li>● Growing up and changing bodies</li> <li>● Changing bodies and feelings</li> <li>● Help! I'm a teenager - get me out of here!</li> </ul>	<ul style="list-style-type: none"> <li>● I look great!</li> <li>● Media manipulation</li> <li>● Pressure online</li> <li>● Helpful or unhelpful? Managing change</li> <li>● Is this normal?</li> <li>● Making babies</li> </ul>