



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

Curriculum Document

Intent for PSHE Curriculum

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Our intention is that when children leave Singlewell, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to be **curious** of the world around them and **ambitious**, realising that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to be **resilient**, so that they have the skills to maintain good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen within a global community, understanding the importance of **equality**. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be **safe**, and to understand and develop healthy relationships, both now and in their future lives.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Health & Wellbeing	I can understand the importance of handwashing, tooth brushing and keeping clean. I can develop independence when doing everyday tasks such as putting my coat on. I can use a knife and fork to feed myself. I know certain body parts are private. I know how to toilet independently (e.g. wiping) and how to appropriately behave when in the bathroom (hygiene, keeping private parts private). I know that to be healthy I need to sleep, drink plenty of water, eat well and exercise.	I can talk about how to take care of myself. I can specify healthy food choices. I can demonstrate different physical activities to keep my body healthy. I can understand the importance of a balance between indoor, outdoor and screen based play. I know certain body parts are private (penis, vagina). I can identify appropriate forms of touch (e.g. tickle, hugs- with permission).	I can keep myself safe in everyday life (water safety, road safety, fire safety etc.) I can identify potential unsafe situations and who is responsible for keeping me safe. (e.g. if I am lost, dialling 999 in an emergency, online). I can talk about the human life cycle. I can understand how needs and bodies change and grow as we get older. I can identify private body parts for both male and female (e.g. penis, vagina, breasts, buttocks). I can discuss when it is appropriate to touch others (high five, hug, hold hands- with permission).	I can recognise if a friendship is making me feel unsafe or uncomfortable (online and offline). I know how to manage or ask for support with difficult friendships. I can identify strategies to communicate when contact is unwanted. I can explain healthy daily routines (sleep, exercise, teeth brushing) and unhealthy habits (too much screen time, poor diet, poor hygiene). I can explain what a balanced diet is (low sugar, 5 a day etc). I can identify what makes me have positive and negative feelings and can articulate these. I can explain different ways people express their feelings (e.g. words, actions, body language).	I can understand to stay away from hazardous products in the home (e.g. medicines, bleach, cleaning products). I know what a drug is and that drugs common to everyday life (e.g. cigarettes, alcohol, vaping) can effect health and wellbeing and may have side effects. I can identify the risks associated with drugs and that some people can form a habit that is difficult to break. I can explain emotional and physical changes during the menstrual cycle. I can talk about strategies to manage changes during puberty (physical/emotional). I can discuss the importance of personal hygiene routines (wash regularly, use deodorant).	I can identify the qualities of positive, healthy relationships (e.g. mutual respect, trust, good communication). I know how to seek support if I feel lonely or excluded. I know who to talk to if I am worried about unwanted contact online. I can understand the impact of too much screen time on my wellbeing. *Puberty covered in Year 5 Science I know when to give or decline wanted/unwanted physical touch. I can understand it is not my fault if I have experienced unacceptable contact and that it should not be normalised. I know that I shouldn't keep secrets from my safe adults especially when they make me uncomfortable.	I can explain the hormonal changes to my body during puberty (wet dreams, erection, attraction, mood swings). I can understand how social media portrays unrealistic body expectations and can recognise the effect of this on my wellbeing. I can identify what makes a loving relationship (shared values, commitment, consent, attraction). I can explain how human reproduction takes place (sperm, penis, vagina, labour, fertilisation, conception, embryo etc). I can identify types of images that are appropriate/inappropriate to share with others and the impact of this. I can report the misuse of personal information or the sharing of inappropriate images or content. I can protect my personal information online and manage requests for my personal information or images.

Relationships	I can talk about members of my family and people who are important to me.	I can talk about my immediate and extended family.	I know how to recognise if friendships are making me unhappy or worried and who to talk to.	I know how to make new friends and maintain existing friendships.	I can recognise different types of relationship. For example, parent & child, sibling, friend, teacher, romantic.	I can identify and set personal boundaries in relationships to protect my wellbeing.	I can explain the similarities and differences between friendships and intimate relationships.
	I can describe a family and know that all families are special and different.	I can discuss similarities and differences between families.	I know that friendships have 'ups and downs' and that this is healthy and normal.	I can recognise the impact that friendships have on my wellbeing.	I can explain how my behaviour has an impact on other's feelings, including how I treat people online.	I know different ways that I can challenge stereotypical thinking with different people.	I know that a person can be sexually attracted to another person of the same sex or opposite sex.
	I can identify how to be a good friend and look after my friends in they are upset.	I can identify what is appropriate touch for different relationships, e.g., high fives, hugs, kisses.	I know the difference between teasing and bullying and can ask for help when I need it.	I understand that all families are special and that other families may be made up of different structures to mine (e.g., step-parents, same-sex parents, single parents).	I know that people can be attracted to someone emotionally and/or romantically.	I can understand the feelings of others and how to respond to these appropriately.	I can talk about what is meant by appropriate and inappropriate sharing of images.
	I can share and take turns with my friends, using resources like timers to help me.	I can recognise when someone is lonely and know how to help, e.g., play a game, invite them into my friendship group, spend time with them.	I can give examples of unkind acts and talk about how these may make somebody feel.	I can define what is meant by "respect" and give examples of how to demonstrate this in relationships.	I know that someone can be attracted to somebody of the same sex or opposite sex.	I know how friends and families communicate with each other and how social media can play a positive and negative role in communication.	I know what is meant by "discrimination" and how to challenge it.
	I am beginning to navigate and resolve conflicts with more independence and know that I can ask for help if I need it.	I know that bodies and feelings can be hurt physically and emotionally by unkind words and how this may make someone feel.	I know that I have the right to protect my body from inappropriate or unwanted contact. For example, saying no to a hug or kiss.	I can give examples of different types of physical contact, explaining what is appropriate and inappropriate in different situations.	I can talk about what is meant by the terms "marriage" and "civil partnership."	I know the importance to seek support if I am feeling lonely or excluded.	I know what is meant by the term "consent" and why and when it is important to ask for this.
	I can identify basic emotions such as angry, sad, anxious, happy, excited etc.	I know what bullying is and who to talk to if I need help or if somebody is being unkind to me.	I know who to talk to if my privacy is not respected.	I can define what is meant by "personal space" and "personal boundaries."	I know the importance of trust in a relationship and can talk about actions that may harm this.	I can discuss the impact of bullying, and identify the different types of bullying e.g., in person, online, such as trolling.	I can discuss what is meant by "peer pressure" and know how to identify signs of this.

Living in the Wider World	I know that rules keep me safe and can give examples of some basic classroom rules (e.g., walking indoors, listening to my teacher, using scissors safely.	I can recognise good and bad classroom behaviour. I know who to talk to if I feel unsafe or think something is not safe, both at school and home.	I know that there are different rules for different situations and it is important these are followed to keep everyone safe. I understand what the word "risk" means and can assess whether basic situations are "low risk" or "high risk." For example, jumping off from a high object, such as a wall, waiting for the green man before I cross the road.	I can recognise what is meant by a "basic human right" and give examples. I can give reasons and practical examples for why different rules are needed in different situations (e.g., rules in the classroom, on the playground and at home).	I know that rules and laws exist in society to keep everyone safe and can give different examples of some basic laws. I know that there are consequences if a rule or law is broken.	I can explain what democracy is and why it is important in society. I can discuss different British Values and give examples of how they feature within my school.	I can explain how laws are made and changed and the importance of democracy in this process. I know how to find reliable information and understand what is meant by accepting information at "face value."
	I can name people who keep me safe at school and at home.	I can list some ways that I can care for my immediate environment and the wider environment. For example, recycling, using less water, turning off lights.	I can identify some of the different British Values.	I can identify different British Values and give examples of how these are used in my classroom.	I can describe what is meant by the UN Convention on the Rights of the Child and why rules and laws are made specifically to protect children.	I know that as I grow and change, I have increased independence and responsibilities (e.g., chores or 'jobs' in my house, completing homework before set deadlines).	I understand how the media can appear to reinforce stereotypes in society, e.g., about raced, gender, age, disability.
	I know how to look after the toys and resources in my environment and why it is important to treat things with respect.	I know that adults have jobs and work for money to be able to afford different items such as food, clothes, toiletries etc.	I can describe the difference between 'need' and 'want.'	I can identify a range of forms of payment and the reasons for using these.	I know what people choose to spend their money on can have an impact on others or on the environment (e.g., buying Fairtrade or Organic, single use plastics, giving to charity).	I can explain the importance of Fairtrade and the impact that buying Fairtrade products has on individuals or communities around the world.	I can recognise why some people borrow money and what is meant by the terms "credit" and "debt."
	I know that money is used to purchase different things and can give examples.	I can identify groups I belong to and how it feels to be part of these groups.	I can describe what makes my immediate and wider environments special and what can harm them.	I know what a community is and can give examples of communities I belong to (e.g., faith, friendship, clubs/hobbies, classes/year groups).	I can explain different ways of keeping track of money and why this is important. Communities / Differences / Racism (Not relationships)	I can discuss what Climate Change is and give examples that have an impact on it.	I can explain why some money is deducted from earnings e.g., National Insurance, taxes.
	I know that I belong to different groups e.g., my family, groups of friends, my class, my school...	I can identify similarities and differences between myself and my classmates.	I know what the words "included" and "excluded" mean and can associate these with different feelings.	I can explain the difference between local communities and global communities.	I can recognise diversity within different communities and know that diversity is a positive thing.	I can identify the key features of racism.	I can talk about the impact racism can have on individuals, families and the wider community.
	I know that different communities celebrate different festivals and have special places that they may visit.	I know talk about what makes me unique and special.				I can talk about ways in which I can be an ally against racism and encourage a respectful society.	

