

PSHE and Relationships Education



Lower Key Stage 2 A	Vocabulary: Relationships: Bullying, collaborative, team, teasing, aggression, cyber-bullying, online bullying, trolling, social media, prejudice Wider World: Environment, choices, resources, community, sustainability, difference, diversity, respect, rules, community, customs, values, identity, nation, region, religion Health and Wellbeing: calories, balanced, nutrition, obesity, hygiene, habit, change, physical, emotional, mental, positive, negative, substance, legal, illegal, caffeine, medicine, infection, prevent, bacteria, virus													
Values: Democracy Rule of Law Mutual respect September – positivity October – Friendship November – Peace December - Compassion Rule of law Mutual Respect Tolerance January – Respect February – Kindness March – Honesty April – Understanding and tolerance	What we want children to know: <table><tr><th colspan="2">Relationships – Term 1</th></tr><tr><td> - Recognising and responding to bullying - Listen and respond effectively to people; share points of view </td><td> - To work collaboratively towards shared goals - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.) </td></tr><tr><td> - Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively - Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers </td><td> - To recognise what constitutes a positive healthy relationships and develop skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families - To learn that their actions affect themselves and others - Listening to others and playing cooperatively - Appropriate and inappropriate touch - That hurtful teasing and bullying is wrong - What to do if teasing and bullying are happening </td></tr></table> Suggested start assessment activity: Order cards from best to naughtiest e.g. hitting, saying unkind things, stealing, not listening to someone's ideas, not letting someone play Suggested end assessment activity: Repeat activity from before – do they still agree with their choices? Resources/useful websites: https://www.teachwire.net/news/anti-bullying-week-resources Diversity books in school https://www.elsa-support.co.uk/category/free-resources/ <table><tr><th colspan="2">Wider World – Term 2</th></tr><tr><td> - Rights, duties and responsibilities - Sustainability of the environment across the world </td><td> - About looking after the local environment - To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world - For pupils to research, discuss and debate topical issues, problems and events that are of concern to their and offer their recommendations to appropriate people - To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability across the world. </td></tr><tr><td> - Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community. Appreciating differences and diversity in the UK and around the world </td><td> - About group and class rules and why they are important - About respecting the needs of ourselves and others - About groups and communities that they belong to - About the people who work in the community </td></tr></table>	Relationships – Term 1		- Recognising and responding to bullying - Listen and respond effectively to people; share points of view	- To work collaboratively towards shared goals - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). 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Individual Liberty Mutual Respect May – Resilience June – Determination July - Imagination		- How to get their help, including in an emergency - To discuss and debate issues concerning health and wellbeing - To appreciate difference and diversity (people living in the UK) - About the customs and values of people around the world - To appreciate the range of national, religious and ethnic identities in the United Kingdom - To consider the lives of people living in other places, and people with different values and customs																
	- Enterprise; what it means; developing skills in enterprise - Role of money; managing money (saving and budgeting) what is meant by interest and loan (Year 4)	- About where money comes from and what it is used for - About spending and saving money (how to use money) - About how to keep money safe - About what is meant by 'interest' and 'loan' - For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.																
	Suggested start assessment activity: Mind map – what makes someone unique? Suggested end assessment activity: Revisit mind map and add to with new learning Resources/useful websites: Diversity books in school			Queen's birthday World Mental Health week VE day Armed Forces day														
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		restricted and some are illegal to own, use and give to others To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread	
Keeping Safe (Year 3)	Develop understanding of how to promote good mental health		

Suggested start assessment activity: Draw a healthy person and label
Suggested end assessment activity: Revisit in a different colour – add, amend, explain

Resources/useful websites:
 NHS choices
<https://www.mentallyhealthyschools.org.uk/resources/>
<https://natterhub.com/>
https://www.childline.org.uk/toolbox/games/games_expressive#filter
 Childline
 Thinkuknow
[UK Safer Internet Centre](#)
 Young Minds