Spiritual, Moral, Social and Cultural Development: PSHE

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| Year Group | Spiritual Development | Moral Development | Social Development | Cultural Development |
| Year 3 | * Celebrate our differences and what makes us unique. * Be able to name a range of feelings. * Identify trusted adults. * How to keep ourselves healthy. * Responsibility. * Applying knowledge of feelings to real-life scenarios. * How our actions affect ourselves and others. * Understand mental health. * Skills to help us in talking openly about our feelings. * Skills and techniques to be good listeners. * The difference between small and big feelings and how to manage these. * Importance of sleep / impact on our health and well-being. * How online activity can affect others. * Staying safe online. * How money matters and the role it plays in their own and others’ lives. * Trying our best /not giving up. * Setting goals and working to reach them. * Reflecting on achievements, targets, skills and qualities. | * Recognise kind and thoughtful behaviours. * Understand the importance of caring about others people’s feelings. * The need for rules. * Identify and understand bullying behaviours. * Understanding the difference between appropriate and inappropriate touch. * Understand personal boundaries. * Healthy and unhealthy relationships. * The difference between safe and risky choices. * Washing hands and preventing the spread of germs. * Borrowing and stealing. * Image sharing. * Possible consequences of talking to strangers online. * Ways that we can receive money, how to keep it safe and why we might need to save. * Share opinions. | * Understand how to be a good friend. * Be able to see a situation from someone else’s point of view. * How to deal with bullying behaviours. * Know who and how to ask for help. * Anti-bullying week * Develop an awareness of conflict. * Road safety. * How to help other people. * Work collaboratively towards shared goals. * Rules for online activity and how to use technology responsibly. | * Explore diversity. * Identify a range of relationship types. * Listen and respond respectfully to those whose traditions, beliefs and lifestyles around Christmas are different to our own. * Stereotypes and the effects this can have. * Learn about our British Values |
| Year 4 | * Recognise why we should take action when someone is being unkind. * Importance of looking out for others. * Recognise positive attributes in others. * Recognise our own strengths and goals and understand they may be different to other people around you. * Identify ways we can overcome mental and physical barriers and promote equality. * Recognise and care about other people’s feelings. * Identify a range of danger signs. * Strategies that can keep ourselves and others’ safe. * Responsibility for our own behaviour. * Maintaining a healthy lifestyle and the contribution from sleep. * Explore different types of relationships. * Explain the range and intensity of feelings to other people. * Strategies for keeping physically and emotionally safe online. * Identify what positively and negatively effects our physical, mental and emotional health. * Body image. * Recognise how our judgements and opinions can affect others. | * Identify hazards, dangers and risks. * Impact and consequences of an accident or incident. * School rules. * Health and safety. * Share opinions. * Actions and consequences of an unhealthy lifestyle. * Describe caring and considerate behaviour. * Healthy and unhealthy relationships. * Nature and consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber-bullying and prejudice-based language. * How our actions can affect others’. * Acceptable and unacceptable contact. * Breaking confidentiality and sharing a secret. * Recognise and manage dares. * Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. * Plagiarism and citation. * Sharing information online. * Positive and negative aspects of live streaming. * Resolving differences. * Why and how rules that protect them are made and enforced. * Why different rules are needed in different situations. | * Demonstrate respect. * Challenge views in a polite but constructive manner. * Listen and respond respectfully. * Anti-bullying week * Develop an awareness of conflict. * Types of bullying: repeated, deliberate, power imbalance. * Right to feel safe at all times. * Network of support and who to call upon in certain situations. * How to maintain healthy relationships. * Persuasion / grooming. * Age limits for social media platforms. * Resolving differences. * Explain each of the British Values. * Taking part in making and changing rules. | * Promote equality. * Giving and receiving, particularly at Christmas time. * How other people celebrate Christmas. * Discrimination and how to respond and ask for help. * Recognise and respect different types of family structure. * To learn about and understand there are a wide range of religions and beliefs in the UK. * Learn about our British Values |
| Year 5 | * Identifying trusted adults and who to talk to if necessary. * Different types of relationships. * Understanding personal boundaries. * Strategies to keep ourselves safe. * Assertive, passive and aggressive behaviours. * Consider the feelings of others and how our behaviour can affect them * How to make informed choices. * Identifying risks and how to approach them. * Choices that support a healthy lifestyle. * Physical, mental and emotional health. * Expressing feelings in different ways. * Identifying a range of emotions. * Effects to our immediate and future health and well-being. * Puberty. * Hygiene. * Change and loss. * Reflecting on achievements, targets, skills and qualities. | * Healthy and unhealthy relationships * Sharing opinions. * Impacts and consequences of taking risks. * Acceptable and unacceptable physical contact. * The importance of behaving responsibly. * Importance of rules. * Strategies to evaluate the reliability of sources and identify misinformation * Recognise how images in the media can be manipulated or invented. * Advertising. * Alcohol, tobacco, vaping and drugs. | * Debating respectfully. * Rights to privacy. * Recognising ways to manage peer pressure. * Communication. * Anti-bullying week * Helping others in times of need. * Research and discuss topical issues. * Being a part of a community and the institutions that support them. * Listen and respond respectfully. * Laws around smoking. * Support to and from families. * UN Rights of the child. * Safety in the environment – particularly focusing on the live railway track nearby. | * Civil partnership. * Marriage. * Rules in a range of family dynamics, traditions and religions. * The difference between, and the terms associated with, sex, gender identity, and sexual orientation. * Celebrating diversity in all its forms. |
| Year 6 | * Understand that our actions effect ourselves and others. * Reflection on our own behaviour. * Different types of relationships. * Identify ways in which we are different and unique. * Strategies to overcome barriers. * Express our opinions. * What positively and negatively affects our physical, mental and emotional health. * The impact of healthy sleep patterns. * Conflicting emotions. * Practical strategies to access support. * Celebrate achievements, identify strengths and setting goals. * Strategies to help boost self-esteem. * Keeping safe online. * Puberty. * Human reproduction. * The impact money can have on people’s lives and their feelings/emotions. | * Actions and consequences. * Prejudice. * Differentiate between risks, hazards and dangers. * Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. * Protecting personal information online. * Distribution of images. * Age restrictions on social media platforms. * Responsible use of mobile phones. * Consent. * Appropriate and inappropriate touch. * Confidentiality and secrets. * ‘Rules’ in relationships and what happens if they are broken. * Keeping money safe. * Risks associated with money. * The links between jobs and money. * Does money bring you happiness? | * Recognise and respond appropriately to a wider range of feelings in others. * Bulling (including bullying related to disability). * To listen and respond respectfully to other people. * Anti-bullying week * Explain a range and intensity of feelings to others. * Managing peer pressure. * The right to protect our bodies. * Transitions to secondary school. | * Equality * Human rights * Bullying related specifically towards racism. * Civil partnership and marriage. * Forced marriages. * Promoting diversity and inclusion. * Global inequalities from a Christmas perspective. * Spending decisions. * Economic choices affect individuals, communities and the sustainability of the environment across the world. * Universal rights, national law and cultural practices. |