LONGTON LANE PRIMARY SCHOOL

*‘Believe and Achieve’*

**PSHE Curriculum Key Questions Y1-Y6**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Belonging to a community** | - Can you name examples of rules in different situations? (e.g. class, home, outside)  - Can you explain how different people have different needs?  - How we care for people, animals and other living things in different ways?  - How can you look after the environment? (e.g. recycling) | - Which groups do you belong to and what role do you play?  - What rights and responsibilities do you have in school and the wider community?  - How can a community help people from different groups feel?  - Are all people equal? How are you the same and different to other people in your community? | - Why do we have rules and laws (in wider society)?  - Why is abiding by the law important and what might happen if laws and rules are broken?  - What are human rights and how do they protect people?  - Can you give examples of human rights?  - What rights and responsibilities do you have?  - Can you explain how with every right there is a responsibility? | What does it mean to live in a community and what benefits does it provide?  What communities do you belong to outside of school?  Which groups do you know of that make up a community?  Can you describe who helps in our local community through volunteering and work?  How is compassion shown and how can we share responsibility for those in need? | How are resources allocated and how does this affect individuals, communities and the environment?  Describe the importance of looking after the environment and how everyday actions can either damage or support it.  Can you explain how to show compassion for the environment, animals and living things?  How does money spent affect the environment?  What responsibilities do you have towards the environment? | What does prejudice mean?  What is the difference between prejudice and discrimination?  How can you tell if discrimination is happening?  How can you safely respond to and challenge discrimination?  What sorts of stereotypes are you aware of an how do they influence attitudes and understanding of groups?  How are stereotypes perpetuated and how can this be challenged? |
| **Respecting ourselves and others** | - Can you give examples of kind and unkind behaviour, both in and out of school?  - How does kind and unkind behaviour make people feel?  - What does respect mean?  - What are class rules and why is it important to be polite, share and take turns? | - What things do you have in common with your friends, classmates, and other people?  - How are you similar and different to one of your friends?  - How can you play and work together in different groups and situations?  - How can you share your ideas, giving reasons for your views and listen to others?  - What is important when taking part in discussions? | - What is respectful behaviour?  - How does respectful behaviour change in different situations? Give examples.  - Why is self-respect important  - How should you treat others?  - How do people show respect and courtesy in different cultures and in wider society? | - How are people different? (e.g. gender, race, faith)  - What do you have in common with others?  - Why is it important to respect the differences and similarities between people?  - How can you sensitively discuss difference and include everyone? | - Why should everyone be treated equally?  - Why is it important to listen and respond respectfully to a wide range of people whose traditions, beliefs and lifestyle are different to your own?  - What is discrimination and what different kinds of discrimination are there?  - How can you identify online bullying and discrimination? | - What is the link between values and behaviour and being a positive role model?  - How can you discuss issues respectfully, including listening and respecting others and constructively challenging points of view?  - How can you participate effectively in discussions online and manage conflicts or disagreements? |
| **Physical health and mental wellbeing** | - What does being healthy mean and why is it important?  - Can you describe ways to take care of yourself every day?  - Why is washing your hands important?  - Can you give some examples of healthy and unhealthy foods and explain them?  - What is physical activity and how does it keep people healthy?  - What are the different kinds of play? (e.g. indoor, outdoor and screen based)  - Who can help you to stay healthy?  - How can you keep safe in the sun? | - What are good habits and routines to have to keep healthy? (e.g. both physical and mental)  - Why are sleep and rest important for growing and keeping healthy?  - How can medicines (including vaccinations and immunisations) help people stay healthy?  - Why is brushing your teeth and visiting the dentist important?  - Which food and drink affect dental health?  - What can you do to feel good, calm down or change your mood?  - When and how can you ask for help for yourself and others? | - How can the choices people make affect their health?  - What are healthy and unhealthy choices? (e.g. food, exercise and sleep)  - What can help people to make healthy choices and what might negatively influence them?  - What is a habit? How can a habit be maintained, changed or stopped? | - What factors are important to maintain a balanced, healthy lifestyle, both physically and mentally?  - What is good physical health and how can you recognise early signs of physical illness?  - How can common illnesses be quickly and easily treated with the right care?  - How can you maintain oral hygiene and dental health?  - Why are regular visits to the dentist important? How can different foods, drinks and substances effect dental health? | - How does sleep contribute to a healthy lifestyle? What are healthy sleep strategies?  - What are the benefits of being outdoors for physical and mental health?  - How can you manage risks to sun exposure (including skin damage and heat stroke)?  - How can medicines contribute to health and how can allergies be managed?  - How can some diseases be prevented? (using vaccinations and immunisations)  - How can bacteria and viruses affect health?  - How can you prevent the spread of bacteria and viruses with everyday hygiene routines?  - Why is keeping a clean environment a shared responsibility? | - Why are both mental and physical health important and need looking after?  - Who can be affected by mental ill-health and how can difficulties be resolved?  - How can negative experiences affect mental wellbeing?  - How can you manage different feelings?  - Which situations may someone experience mixed or conflicted feelings and when might certain feelings need to be overcome?  - What help and support, both in and out of school is available to someone who experiences feelings that are not so good?  -Why is asking for help from a trusted adult important?  - How can changes that occur in life (including death) cause conflicting feelings?  - What strategies, help and support are available to help with loss, grieving process or aspects of change?  - How does balancing time online with other activities help to maintain health and wellbeing and how can you promote positive habits that encourage this? |
| **Safe relationships** | - Who do you ask for help when somebody’s body or feelings are hurt?  - What does it mean to keep something private?  - Can you explain how different kinds of touches make people feel different things?  - What would you do if somebody made you feel uncomfortable when they touched you?  - Why should you ask somebody if they want to be touched and how can you ask this?  - What would you say if you didn’t want to be touched? | - How can you recognise hurtful behaviour?  - What should you do if you see or experience hurtful behaviour (including online)?  - What is bullying and what different kinds of bullying are there?  - How does bullying make somebody feel’?  - What is different between happy surprises and secrete that make you feel worried? Who can help you?  - What should you do if you feel pressured to do something that makes you feels uncomfortable or unsafe?  - How can you ask for help if you feel unsafe or worried? | - What information is appropriate to share with others? (including online)  - What are privacy and personal boundaries? (including online)  - How can you keep safe online? (e.g. passwords, trusted sites and adult supervision)  - Why is bullying and hurtful behaviour unacceptable?  - What are the effects and consequences of bullying?  - What are the similarities and differences between face-to-face and online bullying?  - What should you do if you experience bullying or hurtful behaviour? | - How can you differentiate between playful teasing, hurtful behaviour and bullying (including online bullying)?  - How should you respond if you see or experience hurtful behaviour or bullying (including online)?  - What is the difference between ‘playful dares’ and dares which put someone under pressure and how can you deal with the pressure of these?  - When is it right to keep or break a confidence or share a secret?  - How can you recognise risks online such as harmful content or contact?  - How might people behave different online?  - How can you report concerns or seek help if you feel uncomfortable about someone’s behaviour (including online)? | - What physical touch is acceptable, unacceptable, wanted or unwanted in different situations?  - How can you ask for, give and not give permission for physical contact?  - Why is it never someone’s fault if they have experienced unacceptable contact?  - How should you respond and whom should you tell about unwanted or unacceptable physical contact?  - Why is it important to not keep a secret that makes you feel uncomfortable? | - What are the features of a healthy and unhealthy friendship?  - Why is there a shared responsibility if someone is put under pressure to do something dangerous and something goes wrong?  - How can you respond to pressure from friends, including online?  - How should you assess the risk of different online ‘challenges’ and ‘dares’?  - How can you recognise and respond to pressure from others to do something unsafe or something that make you feel worried or uncomfortable?  - How and why can you get advice and report concerns about personal safety, including online?  - What is consent and how can you seek and give/not give permission in different situations? |
| **Media literacy and digital resilience** | - How and why do people use the internet?  - Why is using the internet and digital devices a good thing?  - How can you find things out and communicate online safely? | - Which different ways can people access the internet?  - What is the purpose and value of the internet in everyday life?  - What are the different purposes of some content on the internet?  - Is the information online always true? | - How can the internet be used positively? (e.g. leisure, school, work etc.)  - How can information and images online be altered or adapted?  - How can you recognise if something you see online is accurate?  - How do you know whether a game or website is suitable for your age group?  - How can you make safe, reliable choices from search results?  - How can you report something you have seen or experienced online that concerns you? | - What is a digital footprint?  - How can organisations use personal information to encourage people to buy things?  - What do online adverts look like?  - Can you compare the content shared for factual and advertising purposes?  - Why might people choose to buy or not buy something online?  - How can search results affect the information that people access? | - What are the different types of media and what are their purposes?  - How can you assess if content online is based on fact, opinion or is biased?  - How can some media and online content promote stereotypes?  - How can you assess which search results are more reliable and how can you recognise unsafe or suspicious content online?  - How do devices store and share information? | - What are the benefits of safe internet use?  - How and why might online images be manipulated, altered or faked and how can you recognise when this has happened?  - Why do people choose to communicate through social media and what are some of the risks and challenges of doing so?  - Why do social media sites have age restrictions and regulations for use?  - How can online content be designed to manipulate people’s emotions and encourage them to read or share things?  - How can things be shared online, including rules and laws relating to this?  - What is appropriate to share online?  - How can you report inappropriate online content or contact? |
| **Keeping safe** | - Which rules keep us safe?  - Why do some things like games, toys, films have age restrictions on?  - Can you explain how to keep safe online?  - Who can you tell if you see something online that makes you feel unhappy, worried or scared? | - What risks are there in everyday life? (e.g. road, water, rail safety and medicines)  - How can you keep yourself safe in familiar and unfamiliar environments?  - What can you do and who can you ask for help from in potentially unsafe situations?  - How can you keep safe at home? (electrical appliances, fire, medicines and household products)  - How can the things that people put into their body or onto their skin affect how people feel?  - How can you respond if there is an accident and someone gets hurt?  - Whose job is it to keep us safe and how can we get help in an emergency? | - How can you identify typical hazards at home and in school?  - How can you predict, assess and manage risk in everyday situations?  - How can you stay safe at home in particular using smoke alarms?  - Why is it important to follow safety rules from parents and other adults?  - How can you keep yourself safe in local environments and unfamiliar places (including road, rail, water and firework safety)? | - Why is it important to take medicines correctly and use household products safely?  - What is meant by a ‘drug’?  - How can drugs common to everyday life affect health and wellbeing?  - What effects do different drugs have (including medicines and side effects)?  - What are some of the risks associated with drugs common to everyday life?  - How can drugs become a habit and what effect does this have?  - How can you ask for help or advice? | - How can you identify when situations are becoming risky, unsafe or and emergency?  - Which occasions can you help to take responsibility for your own safety?  - What is the difference between positive risk taking and dangerous behaviour?  - How can you deal with common injuries using basic first aid techniques?  - How can you respond in an emergency, including when and how to contact emergency services? | - How can you protect personal information online and what risks are involved with sharing this information?  - Which images are appropriate to share and which are inappropriate?  - How can images or texts be quickly shared and what is the possible impact of this?  - What should you do if you take, share or come across and image which may upset, hurt or embarrass yourself or others?  - How can you report the misuse of information and sharing online content?  - What are the different age rating systems for social media, TV, film, fames and online games? Why are these restrictions important and how can they help you make safe decisions about what to watch/play?  - What are the risks and effects of taking different drugs (legal and illegal) and why do people chose to use or not use them?  -Which organisations can help and support people concerning drug use? |
| **Families and friendships** | - Who are the people who care for you?  - What important roles do people have in your life and how do these people care for you?  - What does being part of a family mean?  - Are all families the same?  - How can you tell someone about something you are worried about and why is it important? | - Can you describe how to be a good friend?  - How can people meet people and make new friends?  - How can you play positively with your friends?  - What can cause arguments between friends?  - How can arguments between friends be resolved?  - What can you do if you or somebody else is feeling lonely or unhappy? | - How are families different? (e.g. single parents, same-sex parents, step-parents, blended families, foster and adoptive parents)  - How does a family provide support, stability and love?  - What are the positive aspects of being part of a family?  - How can people care for each other?  - How can you identify if/when something might make someone upset?  - What can you do if a family relationship makes you feel unhappy or unsafe? | - What are the features of positive and healthy friendships (including mutual respect, trust and sharing interests)?  - How can you build positive friendships?  - How can you seek support with relationships if you feel lonely or excluded?  - How can you communicate respectfully with friends when using digital devices?  - How can knowing someone online differ to knowing someone face-to-face and what risks are involved?  - What should you do if you are worried about any contact online? | - What makes a healthy friendship and how can you make people feel included?  - How can peer influence and the need for peer approval affect how people feel or behave?  - What strategies can be used to manage peer influence and peer approval?  - Is it common for friendships to experience challenges?  - How can you positively resolve disputes and reconcile differences in friendships?  - How can friendships change over time and what are the benefits of having new and different types of friends?  - How do you know if a friendship is making you feel unsafe, worries or uncomfortable?  - When and how should you seek support in relation to friendships? | - What does being attracted to someone mean and what kinds of different loving relationships are there?  - Does gender, ethnicity or faith influence who you can love?  - What is the difference between gender identity and sexual orientation?  - How do the qualities of healthy relationships help people to flourish?  - How do couple show their love and commitment to one another?  - What does marriage and civil partnership mean?  - Can people be forced into marriage? |
| **Money and work** | - Why do people have different strengths?  - How are people’s strengths and interests suited to different jobs?  - Whose job is it to help in the community?  - Can you describe different jobs people have and the work they do? | - What does money look like?  - How can money be kept and looked after?  - How can you get, keep and spend money?  - Why are people paid money?  - What is the difference between a need and want?  - How do people spend their money? | - What jobs may people have from different sectors?  - Can people have more than one job?  - What common myths and gender stereotypes are associated with different work?  - How can stereotypes be challenged through role models in different fields of work?  - What are the skills needed to have a job?  - How do your interests, skills and achievements link to possible future jobs?  - How can you set goals to achieve this year? | - How do people make spending decisions based on their budget, values and needs?  - How can you keep track of money and why is it important to know how much is being spent?  - What are the different ways to pay for things?  - How can the way people spend money have positive or negative effects on others? | - What jobs might you like to do the future and why is ambition important to achieving this career?  - How or why might someone choose a certain career?  - What might influence people’s decisions about a job or career?  - Why is diversity and inclusion important to promote people’s career opportunities?  - What is stereotyping in the workplace, its impact and how to challenge it?  - Which different routes can people take into work (e.g. college, apprenticeships, university, training etc.)? | - What role does money play in people’s lives, attitudes and decisions towards it?  - What does ‘value for money’ mean and how can you judge if something is value for money?  - How do companies encourage customers to buy things and why is it important to be a critical consumer?  - How can having or not having money impact on a person’s emotions, health and wellbeing?  - What are the common risks associated with money. Including fraud, debt and gambling?  - How can money be gained or lost and how can this put people at financial risk? |
| **Growing and changing** | - What makes you special?  - What can you do when things get difficult or they go wrong?  - How are you the same and different to other people?  - Can you describe different feelings that you have?  - Can you explain how you know you are feeling a particular way?  - How can feelings affect how people act? | - What does ‘human life cycle’ mean?  - What happens to our needs and bodies as we grow up?  - Can you identify the main parts of the body?  - What opportunities and responsibilities can people have as they grow up?  - What goals do you have for next year? | - Why are individuals described and unique and how do they make valued contributions?  - How do strengths and interests form part of a person’s identity?  - How can you identify your own personal strengths and interests?  - What are common challenges to self-worth?  - How can you manage and reframe setbacks? | - Why is personal hygiene important as children grow and develop?  - How can you get information, help and advice about puberty?  -What is personal identify and what contributes to it?  - How can you recognise, respect and express your individuality and personal qualities?  - How can you improve emotional wellbeing?  - What is the link between participating in interests, hobbies and community groups and mental wellbeing? | -How can you identify external genitalia and reproductive organs?  - What the physical and emotional changes that happen during puberty?  - What is the menstrual cycle, menstrual wellbeing, erections and wet dreams?  - How can the changes experienced during puberty be managed?  - Why is personal hygiene important during puberty?  - How can you get information, help and advice about puberty?  - How can some people’s gender identity not correspond with their biological sex? | - Can you describe some of the changes associated with growing up?  - What might being more independent be like and how might it feel?  - How might moving to secondary school affect your feelings?  - How might relationships change as you grow up and move to secondary school?  - How can you help to manage change and transition?  - What are the links between love, committed relationships and conception?  -What is the process of reproduction in humans and other mammals?  -How do human beings demonstrate consent in intimacy? |