

## PSHE Updated Curriculum 2020-2021

As of April 2021, the government has made the PSHE curriculum statutory to teach and deliver. At WFJS, we already teach PSHE as a statutory subject and have very little change to input. However, we would love your feedback and support with the updated, modernised and fresh curriculum. Attached is an overview of the new curriculum and the year groups in which the new concepts will be taught. Some concepts are mentioned in all year groups. For clarity, Sex Education has been separated here, but in the curriculum, it will be in the 'Relationships' strand. Under new governmental guidance, children cannot be removed from PSHE lessons by parents and carers, but parents can still remove children from Sex Education lessons. Parents and carers will be notified when these lessons will be taught and the materials and concepts will be explained in more detail. Most of these lessons take place in the Spring or Summer term. We would love your feedback on this curriculum before we put it forward for Governor approval. All of the material and learning objectives were taken from the PSHE Association and DfE guidance. If you would like to give any feedback on the new curriculum outlined below, please email Ms. Gough at [egough@wallacefields-jun.surrey.sch.uk](mailto:egough@wallacefields-jun.surrey.sch.uk) by 2.10.20. Thank you for your support and contributions.

Ms. E Gough PSHE/SRE/RE/SMSC Lead

7.6.20

Year Group	Relationships	Health: Physical and mental wellbeing	The Wider World (citizenship)	Sex Education (part of relationships but separated here for clarity) Each year group will send more specific information about this nearer to the time	Themes for all year groups.
Year 3	Importance of friendships How to support others How to seek support for friendships Healthy friendships How to deal with conflict in friendships Different family units single parents, same sex parents, stepparents, blended families, foster and adoptive parents etc. How families care for each other	Importance of being active How to keep safe How to assess risk how to make choices about health oral hygiene importance of good quality sleep Direct impact of physical health and mental health Body belongs to them	How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • What is meant by a diverse community; how different groups make up the wider/local community around the school • How the community helps everyone to feel included and values the different	What is our personal identity e.g. who we are - faith, family, gender, culture, hobbies etc. - Recognise personal qualities - How to reframe failure - Name for the different body parts (list will be sent out prior to lessons but this is revision from KS1).	Emotions, how to cope with conflicting feelings, friendships, healthy relationships, managing stress, importance of health, online relationships, healthy eating, mental health and wellbeing, resilience, kindness, loss identity etc. -to evaluate how reliable different types of online content and media

	How to seek help if a family does not feel healthy or positive		contributions that people make <ul style="list-style-type: none"> <li>• How to be respectful towards people who may live differently to them</li> </ul>		are, e.g. videos, blogs, news, reviews, adverts <ul style="list-style-type: none"> <li>-body image ( from Yr 4 up)</li> <li>- online relationships and behaviour</li> </ul>
<b>Year 4</b>	-how people's behaviour affects themselves and others, including online <ul style="list-style-type: none"> <li>• -how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept</li> <li>• the rights that children have and why it is important to protect these*</li> </ul>	-Personal qualities and strengths and how these can change and grow <ul style="list-style-type: none"> <li>-Self-worth and identity</li> <li>-How to set goals</li> <li>-Managing feelings</li> <li>-Coping with loss, separation</li> <li>-How feelings change over time</li> <li>-What can trigger different feelings</li> <li>- how to reframe failure</li> <li>- increased responsibilities age may bring</li> </ul>	how people have a shared responsibility to help protect the world around them <ul style="list-style-type: none"> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> </ul>	- What is gender, what is your sex and how it may not correspond with biological sex? <ul style="list-style-type: none"> <li>-how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul> -Introduction to puberty and periods	- how to manage circumstances out of our control <ul style="list-style-type: none"> <li>- compassion</li> <li>-empathy</li> <li>-racism</li> <li>-prejudice</li> <li>-equality</li> <li>- homophobia and transphobia</li> <li>-LGBTQ+ issues and celebrations</li> </ul> Yr4 Up- not using 'gay' as an insult

	<ul style="list-style-type: none"> <li>• that everyone should feel included, respected and not discriminated against; how to respond</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact)</li> </ul>		<ul style="list-style-type: none"> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>		
<b>Year 5</b>	<p>-about the different types of relationships people have in their lives</p> <ul style="list-style-type: none"> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including</li> </ul>	<p>how to recognise and respect similarities and differences between people</p> <ul style="list-style-type: none"> <li>• that there are a range of factors that contribute to a person's identity</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> </ul>	<p>-that there is a broad range of different jobs</p> <ul style="list-style-type: none"> <li>• that there are different ways into jobs and careers</li> <li>• how they might choose a career/job</li> <li>• how to keep track of money</li> <li>• how people make choices about ways of paying for things</li> <li>• that there are risks associated with money feelings and emotions</li> </ul> <p>-different attitudes towards spending and saving money.</p>	<p>- For some people your gender does not correspond with biological sex. - what implications could this have on a person. How could we make the school better for this?</p> <p>- hygiene in puberty and how it relates.</p> <p>-Identify external and internal female and male reproductive organs and how the process of puberty and changes</p> <p>-where to get more information and help on changing bodies.</p>	

	<p>images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <ul style="list-style-type: none"> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• how to challenge stereotypes and assumptions about others</li> <li>• when it is appropriate to use first aid</li> <li>• that some drugs are legal</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations support people with substance abuse</li> <li>• how to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>-How to keep track of money</li> <li>-How can money impact on peoples mental and physical health</li> <li>-Stereotypes in the work be limited by them</li> <li>-Some jobs are paid more than others</li> </ul>	<ul style="list-style-type: none"> <li>- that you may be attracted to someone emotionally, sexually or romantically and that person may be of the same or different sex, gender etc</li> <li>- menstrual cycle</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>-to recognise that their behaviour can affect other people (circle times)</li> <li>- to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> </ul>	<p>Bacteria and viruses and how they spread ( Link to science)</p> <p>First aid and how to deal with an emergency situation</p>	<p>how the media, including online experiences, can affect people's wellbeing</p> <ul style="list-style-type: none"> <li>• that not everything should be shared online or social media</li> </ul>	<ul style="list-style-type: none"> <li>- about the process of reproduction and birth as part of the human life cycle; how babies are conceived (including same-sex couples/IVF etc)</li> </ul>	

	<p>through discussions of racism and homophobia</p> <p>-to share their opinions on things that matter to them and explain their views that adults can choose to be part of a relationship or not, including marriage or civil partnership</p> <ul style="list-style-type: none"> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including</li> </ul>	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle</li> <li>• that habits can be healthy or unhealthy;</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• that health problems, including mental health problems, can build up if they are not recognised</li> <li>• that anyone can experience mental ill-health</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies</li> </ul>	<p>and that there are rules about this, including the distribution of images</p> <ul style="list-style-type: none"> <li>• that mixed messages in the media exist</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is</li> </ul>	<ul style="list-style-type: none"> <li>- there are medicines/devices to prevent conception and how babies are cared for.</li> <li>• how puberty relates to reproduction</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>-changes recap</li> </ul>	
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	moving to secondary school	<ul style="list-style-type: none"><li>• that FGM is illegal and goes against human rights and how to support someone</li></ul>	upsetting, frightening or untrue <ul style="list-style-type: none"><li>• to recognise the risks involved in gambling</li></ul>		
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