



PSHE & RSE at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6 with the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In PSHE and RSE these concepts are:

KEY CONCEPTS

Families & Relationships **Health & Wellbeing** **Safety & The Changing Body**
Citizenship **Economic Wellbeing** **Identity (Year 6 only)**

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression of PSHE & RSE skills and disciplinary knowledge.

At Banks Lane Junior School, children will be taught lessons taken from the Kapow Primary scheme of work. Kapow Primary's PSHE & RSE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning in PSHE & RSE contributes to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty

Although named differently due to following the Kapow scheme of work, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge for our pupils.

Our teachers understand the importance of referring back to prior learning in the previous key stage and linking key concepts wherever practical.

Reception - Year 2

Key concepts: Belonging to a community, Families & friendships, Safe relationships, Respect, Diversity & equality, Internet safety, Being healthy, Growing & Changing, Money & work, Keeping safe.

- I can describe some ways to keep healthy and explain why it is important.
- I can recognise and name different feelings and describe what to do if I, or others, have not-so good feelings.
- I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.
- I can identify external body parts, how people's bodies and needs change as they grow from young to old.
- I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.
- I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.
- I can describe how to follow simple hygiene and dental health routines.
- I can say how to get help in emergency situations and follow instructions to keep safe.
- I can give some examples of rules in school or at home and say why they are important.
- I can say some ways to care for the plants, animals and people around us and why this is important.
- I can identify some similarities and differences between people in my school and community.
- I can say who loves and cares for me, what it means to be a family and that families are all different.
- I can name different types of relationships, for example, family, friendship, online.
- I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.
- I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.
- I can talk about things that matter to me, and say how to play and work with others.
- I can say when it is important to ask for permission and how to ask for, give, or not give permission.
- I can say what privacy means, and which body parts are private.



Year 3

Families & Relationships

- I can explain that problems can occur in families and that there is help available if needed.
- I can explore ways to resolve friendship problems.
- I can develop an understanding of the impact of bullying and what to do if bullying occurs.
- I can identify who I can trust.
- I can explain the effects of non verbal communication.
- I can explore the negative impact of stereotyping..

Health & Wellbeing

- I understand why it is important to look after my teeth.
- I can develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- I can break down a problem into smaller parts to overcome it.
- I can explore my own identity through groups I belong to.

Safety & The Changing Body

- I can explore ways to respond to cyberbullying or unkind behaviour online.
- I can develop skills as a responsible digital citizen.
- I can identify things people might do near roads that are unsafe.
- I can explore that people and things can influence me and that I need to make the right decision for me.
- I can explore choices and decisions that I can make.
- I can understand what to do in a medical emergency.

Citizenship

- I can explore how children's rights help them and other Children.
- I can discuss ways to make a difference to recycling rates at home/school.
- I can consider the responsibilities that adults and children have to maintain children's rights.
- I can identify local community groups and discuss how these support the community.

Economic Wellbeing

- I can consider the advantages and disadvantages of different payment methods.
- I can discuss the range of feelings and attitudes people have to money and spending money.

Key Vocabulary

Empathy, Stereotype, Sympathy, Barriers, Belonging, Allergic, Casualty, Charity, Community, Council, Expense



Year 4

Families & Relationships

- I can use respectful language to discuss different families.
- I can explore physical and emotional boundaries in friendships.

Health & Wellbeing

- I can develop independence in looking after my teeth.
- I can identify what makes me feel calm and relaxed.
- I can use visualisation as a tool to aid relaxation.
- I can take responsibility for my emotions by knowing that I can control some things but not others.

Safety & The Changing Body

- I can explore what to do if an adult makes me feel uncomfortable.
- I can explain the benefits and risks of sharing information online.
- I can discuss the benefits of being a non-smoker.

Citizenship

- I can discuss how I can help to protect human rights.
- I can identify ways items can be reused.

Economic Wellbeing

- I can explore the factors which affect whether something is value for money.
- I can identify negative and positive influences that can affect our career choices.

Key Vocabulary

Bereavement, Bystander, Authority, Boundaries, Fluoride, Visualise, Mental Health, Puberty, Genitals, Tobacco, Cabinet, Human Rights, UN, Career

- I can explain how my actions and behaviour can affect other people.
- I can discuss how to help someone who has experienced a bereavement.
- I can explore ways I can make myself feel happy or happier.
- I can develop the ability to appreciate the emotions of others in different situations.

- I can discuss some physical and emotional changes during puberty.
- I can explain how to help someone who is having an asthma attack.

- I can explain why reusing items is of benefit to the environment.
- I can discuss the positives diversity brings to a community
- I can discuss some impacts of losing money.



Year 5

Families & Relationships

- I can identify ways families might make children feel unhappy or unsafe.
- I can explore the impact that bullying might have.

Health & Wellbeing

- I can develop independence for protecting myself in the sun.
- I can understand the relationship between stress and relaxation.
- I can take responsibility for my own feelings.

Safety & The Changing Body

- I can develop an understanding of how to ensure relationships online are safe.
- I can make 'for' and 'against' arguments to help with decision making.
- I know that puberty happens at different ages for different people.

Citizenship

- I can explain why reducing the use of materials is positive for the environment.
- I can discuss how rights and responsibilities link.
- I can identify ways people can bring about change in society.

Economic Wellbeing

- I can discuss the role of money in selecting a job.

Key Vocabulary

Attributes, Marriage, Responsibility, Relaxation, Menstruation, Defendant, House of Commons, MP, Jury, Discrimination, Interest, Expenditure

- I can explore issues which might be encountered in friendships and how these might impact the friendship.
- I can explore and question the assumptions I make about people based on how they look.
- I can consider calories and food groups to plan healthy meals.
- I can develop greater responsibility for ensuring good quality sleep.
- I understand the process of the menstrual cycle.
- I know the names of the external sexual parts of the Body and the internal reproductive organs.
- I can explain how to help someone who is bleeding.

- I can explore the right to a freedom of expression.
- I can develop an understanding of how parliament and Government work.

- I can make a budget based on priorities.



Year 6

Families & Relationships

- I can identify ways to resolve conflict through negotiation and compromise.
- I can discuss how and why respect is an important part of relationships.
- I can identify ways to challenge stereotypes.
- I can explore the process of grief and understanding that it is different for different people.

Health & Wellbeing

- I can consider ways to prevent illness.
- I can identify some actions to take if I am worried about my health or my friends' health.
- I can identify a range of relaxation strategies and situations in which they would be useful.
- I can set achievable goals for a healthy lifestyle.
- I can explore my personal qualities and how to build on them.

Safety & The Changing Body

- I can develop an understanding about the reliability of online information.
- I can explore online relationships including dealing with problems.
- I can discuss the reasons why adults may or may not drink alcohol.
- I understand how a baby is conceived and develops.
- I can explain how to help someone who is choking.
- I can place an unresponsive patient into the recovery position.

Citizenship

- I can discuss environmental issues relating to food.
- I can discuss how education and other human rights protect us.
- I can explain how people can influence what happens in parliament.
- I can discuss ways to challenge prejudice and discrimination.

Economic Wellbeing

- I can discuss some risks associated with gambling.

Identity (Year 6 only)

- I can discuss the factors that make my 'identity'.
- I can recognise the difference between how we see ourselves and how others see us.
- I can explore how the media might influence our identity.

Key Vocabulary

Earn, Resolve, Grieving, Antibodies, Vaccination, Fertilisation, Sexual Intercourse, Conflict, Gambling, PIN, Identity, Manipulation