

Newby and Scalby Primary School Curriculum Overview

PSHE & Citizenship – Me & My Relationships

Year 1 Learning	
K & S	<ul style="list-style-type: none"> • I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences • I know that family and friends should care for each other and families can give love, security and stability • I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help • I know the names for the main body parts (including external genitalia) and why it is important to keep them private • I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends • I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention • I know what being a good friend means both on and offline and how they should make us feel happy and secure • I can play and work cooperatively • I can listen to other people and show them respect • I can share appropriately • I can recognise that my behaviour affects others both on and offline • I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline • I can recognise there are different types of teasing both on and offline • I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • I know how to be nice to people both on and off line <p>Taught input – Spring 2 & Summer 1</p>
v	<p>Friend, relationship, family, touch, boy, girl, gender, respect, difference, safe, private/privacy, sharing, working together, secret, online off-line, teasing, change, worry, body parts, right, wrong, acceptable, unacceptable, safety, love, security, fair, unfair, loss, worry, stable/stability, feelings, emotions,</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week Weekly Class Assembly – class PSHE focus</p> <p>Computing Curriculum (online safety) Around the World Theme Ourselves Theme</p>

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Year 2 Learning	
K & S	<ul style="list-style-type: none"> • I know the characteristics of a healthy family life and the importance of caring for each other and spending time together • I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help • I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change • I have an understanding of stereotypes and how these can have a negative impact (e.g. gender, age) • I understand the importance of valuing of one's own body and recognising its uniqueness • I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls • I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) • I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention • I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient • I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help • I can listen to others and respect their viewpoints • I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) <p>Taught input – Spring 2 & Summer 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Computing Curriculum (online safety)</p> <p>RE Unit (Creation)</p> <p>RE Unit (Holy Places)</p>

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Year 3 Learning	
K & S	<ul style="list-style-type: none"> • I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline • I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy • I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them • I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult • I know how other families are similar or different to mine (this includes same sex) • I understand that it is OK to be different to others • I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring • I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention • I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent • I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) • I can empathise with other people and understand how people can react differently to the same situation • I can listen to and show respect for the views of others both on and offline • I know the importance of valuing myself • I can recognise and challenge stereotypes (including supporting trans children) • I know about change and loss including separation, divorce and bereavement and the associated feelings <p>Taught input – Spring 2 & Summer 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>Computing Curriculum (online safety)</p>

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Year 4 Learning	
K & S	<ul style="list-style-type: none"> • I feel good about myself and my body and having an understanding of how the media presents 'body image' • I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body • I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people • I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships • I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out • I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention • I can respond appropriately to other people's feelings • I can recognise my worth as an individual and the worth of other people • I understand a range of feelings and how these make me feel both emotionally and physically <p>Taught input – Spring 2 & Summer 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p> <p>East Barnby residential</p> <p>Computing Curriculum</p> <p>PE Curriculum</p> <p>RE Unit - Why do people love their sacred places</p> <p>RE Unit – Why do Hindus, Muslims and Christians see life as a journey?</p>

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Year 5 Learning	
K & S	<ul style="list-style-type: none"> • I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation • I know the ways in which children grow and develop in puberty – physically and emotionally • I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this • I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way • I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship • I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention • I know where individuals, families and groups can get help and support • I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent • I understand what boundaries are appropriate in friendships with peers and others both on and offline • I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point <p>Taught input – Spring 2 & Summer 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week</p> <p>Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week</p> <p>Weekly Class Assembly – class PSHE focus</p>

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Year 6 Learning	
K & S	<ul style="list-style-type: none"> • I understand the physical and emotional changes I will go through at puberty • I can look after my body and health as I go through puberty • I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this • I know about human reproduction including conception • I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) • I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) • I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) • I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline • I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention • I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict • I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities • I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability) • I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult <p>Taught input – Spring 2 & Summer 1</p>
E	<p>Weekly Whole School Assembly – PSHE/Academic Resilience focus for the week Weekly Celebration Assembly – based on the PSHE/Academic Resilience focus for the week Weekly Class Assembly – class PSHE focus</p> <p>Bewerley Park residential Growing Up talk Computing Curriculum Crucial Crew Risk Assessments (Sports' Days and Shelter building)</p>