



Spiritual, Moral, Social and Cultural Development: PSHE



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 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	- Understand the importance of caring about others people's feelings. - To be able to recognize and respond appropriately to feelings in others. - The need for rules. - Identify and understand bullying behaviors (including cyberbullying) and how to ask for help. - Understanding the difference between appropriate and inappropriate touch. - Understand personal boundaries. - To understand what makes a healthy relationship. - Skills that help us to form healthy relationships. - To learn how our actions affect ourselves and others, and that they can lead to consequences. - The difference between safe and risky choices. - Washing hands and preventing the spread of germs. - Borrowing and stealing. - 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 recognize and deal with bullying behaviours and how to ask for help. - Know who and how to ask for help. - Engage in activities with the local community and feeder schools. - Anti-bullying week - Develop an awareness of conflict. - How to help other people. - Working collaboratively towards shared goals. - To research, discuss and debate topical issues. - Rules for online activity and how to use technology responsibly. - Engage with inspirational figures – listen to our visitors when they share their ambitions, hurdles, successes and mindsets. Feel inspired.	- Explore diversity. - Identify a range of relationship types. - Understanding Black History. - Exploring the diversity of the school and Chesham. - Listen and respond respectfully to those whose traditions, beliefs and lifestyles are different to our own. - Stereotypes and the effects this can have.
Year 4	- Recognise why we should act when someone is being unkind. - Behaving in an appropriate and responsible way. - How making choices can impact on others' lives. - Explain why being different is OK. - Recognise our own strengths and goals and understand they may be different to other people around you.	- 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.	- Demonstrate respect. - Challenge views in a polite but constructive manner. - Listen and respond respectfully. - Engage in activities with the local community and feeder schools. - Anti-bullying week	- Promote equality. - The meaning of Black History and what it symbolises. - Discrimination and how to respond and ask for help. - Recognise and respect different

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	- 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. - Maintaining a healthy lifestyle and the contribution from sleep. - Explain the range and intensity of feelings to other people. - Importance of a balanced lifestyle - Learning why and how commonly available substances can damage immediate and future health (tobacco, alcohol etc) - Strategies for keeping physically and emotionally safe online. - Identify what positively and negatively effects our physical, mental and emotional health. - Making decisions and explaining choices. - Recognise how our judgements and opinions can affect others. - Reflecting on aspirations targets, skills and qualities.	- Nature and consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber-bullying and prejudice-based language. - How our actions can affect others'. - Power. - Protecting our bodies against any inappropriate/unwanted contact. - Acceptable and unacceptable physical 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. - Resolving differences. - Why and how rules that protect them are made and enforced. - Why different rules are needed in different situations. - The role of money in their lives, how to manage it and be a critical consumer. - To develop an initial understanding of concepts such as 'interest' 'loan' 'debt and 'tax'	- 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. - To manage and recognise 'dares' - Age limits for social media platforms. - Resolving differences. - Explain each of the British Values. - Taking part in making and changing rules. - About what should, and should not be kept secret.	types of family structure. - To learn about and understand there are a wide range of religions and beliefs in the UK. - Consider the lives of people living in other places and their different values and customs. - To learn that resources can be allocated in different ways and that these economic choices affect different communities and the environment across the world.
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 - Maintaining good dental health.	- 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.	- Debating respectfully. - Rights to privacy. - Recognising ways to manage peer pressure. - Anti-bullying week - Helping others in times of need. - Research and discuss topical issues.	- Civil partnership. - Marriage. - Movement of Black History. - Rules in a range of family dynamics, traditions and religions. - The difference between, and the

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	• How to make informed choices. • Identifying risks and how to approach them. • Choices that support a healthy lifestyle. • To develop a range of strategies for protecting their 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. • How anti-social behaviours can affect wellbeing • For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	• Strategies to evaluate the reliability of sources and identify misinformation • Recognise how images in the media can be manipulated or invented. • Advertising. • Alcohol, tobacco and drugs. • Rights and responsibilities • Learning about different kinds of responsibilities (home, school, community and the environment)	• Being a part of a community and the institutions that support them. • Listen and respond respectfully. • Support to and from families. • Resolving differences, respecting different points of view and making own decisions. • To learn about change, including transitions, loss, separation, divorce and bereavement • About the consequences of their actions on themselves and others • About working collaboratively toward shared goals • Negotiation and compromise strategies to resolve disputes and conflict • To give helpful feedback and support to others • How to handle, challenge or respond to antisocial or aggressive behaviours •	terms associated with, sex, gender identity, and sexual orientation. • Celebrating diversity in all its forms. • Peers do not have the same parental acceptance for some activities due to maturity, distance, past experience, trust, age, beliefs and values etc.
Year 6	• Understand that our actions effect ourselves and others. • Reflection on our own behaviour. • Different types of relationships. • Our network of support. • Identify ways in which we are different and unique. • Strategies to overcome barriers. • Express our opinions.	• 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.	• 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. • Differentiating between friends, helpers, strangers and acquaintances.	• Equality • Human rights • Bullying related specifically towards racism. • Weddings in different religions. • Civil partnership and marriage. • Forced marriages.

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	• 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. • Trusted adults. • 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.	• 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. • Grooming /persuading. • Keeping money safe. • Risks associated with money. • The links between jobs and money. • Resources can be allocated in different ways • To Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about judging whether physical contact is acceptable or unacceptable •	• When it is safe to approach a stranger. • Anti-bullying week (theme to yet be confirmed). • Explain a range and intensity of feelings to others. • Managing peer pressure. • The right to protect our bodies. • Transitions to secondary school. • about what it means to be a part of a community	• The impact that black people have had on the world – Black History. • Promoting diversity and inclusion. • Spending decisions. • Economic choices affect individuals, communities and the sustainability of the environment across the world. • Universal rights, national law and cultural practices. • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others