

Curriculum 2022-24

Subject: <b>PSHE/RSHE</b> Theme: <b>Relationships</b>			
<b>Year Group</b>	<b>Knowledge</b>	<b>Social &amp; Emotional Skills</b>	<b>Outcome – Our Relationships Fiesta</b>
Y3/4 A (2023-24) (Jigsaw 8-9)	<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	I can identify feelings and emotions that accompany jealousy I can suggest positive strategies for managing jealousy I can identify people who are special to me and express why I can identify the feelings and emotions that accompany loss I can suggest strategies for managing loss I can tell you about someone I no longer see I can suggest ways to manage relationship changes including how to negotiate	Each child <b>creates a collage to represent someone special to them.</b> These can be joined together to make a large display like a patchwork quilt.
Y3/4 B (2022-23) (Jigsaw 7-8)	<ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> </ul>	I can identify the responsibilities they have within their family I can use Solve-it-together in a conflict scenario and find a win-win outcome I know how to access help if I am concerned about anything on social media or the internet I can empathise with people from other countries who may not have a fair job/ less fortunate I can understand that I am connected to the global community in many different ways	Children create <b>appreciation streamers</b> which include three strips: <ul style="list-style-type: none"> <li>• One representing a friend</li> <li>• One representing a family member</li> <li>• One for a child they don't know but who they respect</li> </ul> For each, they say why special

	<ul style="list-style-type: none"> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know the lives of children around the world can be different from their own</li> </ul>	<p>I can identify similarities in children's rights around the world</p> <p>I can identify my own wants and needs and how these may be similar or different from other children in school and the global community</p>	
Y5/6 A (2023-24) (Jigsaw 9-10)	<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> </ul>	<p>I can suggest strategies for building self esteem of myself and others</p> <p>I can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>I can suggest strategies for staying safe online/ social media</p> <p>I can say how to report unsafe online / social network activity</p> <p>I can identify when an online game is safe or unsafe</p> <p>I can suggest ways to monitor and reduce screen time</p> <p>I can suggest strategies for managing unhelpful pressures online or in social networks</p>	Design a poster to promote online safety rules
Y5/6 B (2022-23) (Jigsaw 10-11)	<ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> </ul>	<p>I can recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I can recognise when they are feeling grief and have strategies to manage them</p> <p>I can demonstrate ways I could stand up for myself and my friends in</p>	Create a Powerpoint aimed at parents/carers to highlight safe and responsible technology use

	<ul style="list-style-type: none"><li>• Know some of the dangers of being 'online'</li><li>• Know how to use technology safely and positively to communicate with their friends and family</li></ul>	<p>situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online that might hurt themselves or others</p> <p>I can take responsibility for my own safety and well-being</p>	
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