



Year 3	Year 4	Year 5	Year 6
I can differentiate between the terms, 'risk', 'danger' and 'hazard'	I know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals	I understand what positively and negatively affects my physical, mental and emotional health (including the media)
I recognise opportunities to make my own choices about food, what might influence their choices and the benefits of eating a balanced diet	I know about people who are responsible for helping me stay healthy and safe and ways that I can help these people	I have a deeper understanding of good and not so good feelings and have the vocabulary that enables me to explain the range and intensity of these feelings to others	I recognise how images in the media do not always reflect reality and can affect how people feel about themselves
I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals	I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals	I recognise that I may experience conflicting emotions and am learning to listen to my emotions and to manage them	I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals



I have a deeper understanding of good and not so good feelings, and can explain the intensity of my feelings to others	I have a deeper understanding of good and not so good feelings, and am able to explain both the range and intensity of my feelings to others	I know how to take care of my body, understanding that I have autonomy and the right to protect my body from inappropriate and unwanted contact.	I know about taking care of my body, understanding that I have autonomy and the right to protect my body from inappropriate and unwanted contact.
I know about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	I know about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	I understand how my body will, and emotions may, change as I approach and move through puberty.	I understand the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others
I have a range of strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), safety in the environment (including rail , water and fire safety)	I have a range of strategies for keeping physically and emotionally safe including and safety online(including social media, the responsible use of ICT and mobile phones)	I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.	I understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
I understand that bacteria and viruses can affect health and that following simple routines can reduce their spread	I know about people who are responsible for helping them stay healthy and safe and ways that they can help these people	I understand what is meant by the term 'habit' and why habits can be hard to change	I know about human reproduction
I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and	I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and	I have a deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road	I understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media



safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	use and risks in their local environment) and to use this as an opportunity to build resilience	
	I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	I recognise my increasing independence brings increased responsibility to keep myself and others safe	I recognise my increasing independence brings increased responsibility to keep myself and others safe
		I understand school rules about health and safety, basic emergency aid procedures, where and how to get help.	<i>I understand that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</i>
I know some strategies to keep safe on line and the importance of protecting personal information	I know strategies to keep safe on line and the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others	I know strategies to keep safe on line and the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others	I know strategies to keep safe on line and the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others
		I know how to use a mobile phone responsibly -safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	I know how to use a mobile phone responsibly -safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)



		I know how to manage requests for images of myself and others and what is and is not appropriate to share	I know how to manage requests for images of myself and others and what is and is not appropriate to share



## DCPS PSHE Curriculum

### KS2 PSHE

#### Relationships

Year 3	Year 4	Year 5	Year 6
I understand that my behaviour affects others	I understand that my behaviour affects others	I understand that my behaviour affects others	I understand that my behaviour affects others
I can recognise and challenge stereotypes	I can recognise and challenge stereotypes	I can recognise and manage 'dares'	I can recognise and manage 'dares'
I can work collaboratively towards shared goals	I have developed strategies to resolve disputes and conflict through negotiation and appropriate compromise.	I am beginning to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, how to respond and ask for help	I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability
I am able to judge what kind of physical contact is acceptable or unacceptable and how to respond	I can listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see,	I understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'



	respect and if necessary constructively challenge my point of view		
I am aware of different types of relationship, including those between acquaintances, friends, relatives and families	I am able to judge what kind of physical contact is acceptable or unacceptable and how to respond	I am able to judge what kind of physical contact is acceptable or unacceptable and how to respond	I am able to judge what kind of physical contact is acceptable or unacceptable and how to respond
I can recognise and respond appropriately to a wider range of feelings in others	I am aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so	I understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	I recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
I am able to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	I can recognise what constitutes a positive, healthy relationship	I can recognise what constitutes a positive, healthy relationship	I am able to recognise ways in which a relationship can be unhealthy and who to talk to if I need support.
	I am developing skills to form and maintain positive and healthy relationships	I am developing the skills to form and maintain positive and healthy relationships	



		I can recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	I can recognise bullying and abuse in all its forms including prejudice based bullying in person and through social media.
I know what to do and who to tell if someone is bullied	I know what to do and who to tell if someone is bullied	I know what to do and who to tell if someone is bullied	I know what to do and who to tell if someone is bullied



## DCPS PSHE Curriculum

### KS2 PSHE

### Living in the wider world

Year 3	Year 4	Year 5	Year 6
I am learning to consider the lives of people living in other places, and people of different values and customs	I am learning to consider the lives of people living in other places, and people of different values and customs	I am able consider the lives of people living in other places, and people of different values and customs	I am able to consider the lives of people living in other places, and people of different values and customs
I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals	I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	I have the skills needed to research, discuss and debate topical issues, problems and events concerning health and wellbeing	I have the skills needed o research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
I know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	I know how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	I understand why and how rules and laws that protect myself and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	I understand why and how rules and laws that protect myself and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules



I understand about the role money plays in my own and others' lives	I understand what being part of a community means, and about the varied institutions that support communities locally and nationally	I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	I understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
I know some ways to manage my money.			
I understand what being part of a community means	I know about the role money plays in my own and others' lives, including how to manage my money and about being a critical consumer	I am beginning to think about the lives of people living in other places, and people with different values and customs	I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
I am beginning to understand about enterprise and the skills that make someone 'enterprising'	I understand about enterprise and the skills that make someone 'enterprising'	I understand what is meant by enterprise and have developed some skills that make someone 'enterprising'	I understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
		I explore and critique how the media present information	I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
		I understand that information contained in social media can misrepresent or mislead the reader	



		I am developing an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	I have an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
			I can explore and critique how the media present information
			I understand that information contained in social media can misrepresent or mislead the reader

