



The
ROBERT FITZROY ACADEMY
Nurturing learners who are **R**esilient, **F**ocused and **A**spirational

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Thursday 15th October 2020

Dear Parents/Carers,

Our PSHE (Personal, Social, Health and Economic) curriculum at RFA aims to provide our children with the skills and knowledge they need to become critical thinkers, have informed opinions and to build their understanding of themselves and the world around them. The curriculum covers 3 areas of study including: Health and Wellbeing, Relationships and Living in the Wider World. The curriculum is carefully planned to include skill-building games and activities; books and videos to enhance understanding of topical and sensitive issues and essentially, structured discussions that encourage our children to question, challenge and respect each other. We are proud of our pupils and how ready they are for a place in modern Britain.

We endeavour to deliver this curriculum through our specialist PSHE teaching as well as through Philosophy for Children (P4C), workshops, themed weeks, Religious Education (RE), weekly assemblies and our core subjects. We would also like to give you the opportunity to support your children's learning at home. Below is an outline of the curriculum for KS1/KS2 for your reference. On the occasion where we have decided that topical issues will be explored outside these objectives, we will notify you by letter or email in advance.

Our statutory Health and Relationships curriculum has been embedded in the objectives below and there will also be an opportunity to attend a workshop to learn more about individual objectives, prior to learning, in the Spring term.

We hope you find this information useful. If you have any questions, please do not hesitate to contact me through the school office.

Kind regards
Mrs Khialani
SMSC & PSHE Lead

RFA PSHE Curriculum 2020-2021

YEAR 1

<p>Skills</p> <ol style="list-style-type: none"> 1. Share views respectfully 2. Give reasons for ideas with evidence/ examples. 3. Agree and disagree respectfully. 4. Connect an idea to another idea 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Recognise theirs and others personal qualities, taking note of similarities and differences 2. Name main parts of the body 3. Know the underwear rule 4. Know the groups they belong to. 5. Recognise similarities and differences in family life 6. Recognise acts of love and care 7. Know the importance of divulging family worries to a trusted adult.
<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Recognise who helps me stay healthy 2. Know that medicines help us stay healthy and that they can affect how we feel. 3. Recognise the importance and steps of personal hygiene 4. Know the importance and how to ask for help 5. Know how to respond safely and appropriately to unknown adults 	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Know how money is obtained, its uses and how to keep it safe. 2. Know how to make choices between a want and a need 3. Know how behaviour affects others 4. Know that they have responsibilities to care for others, animals and the environment

YEAR 2

<p>Skills</p> <ol style="list-style-type: none"> 1. Show that they are actively listening and responding 2. Suggest what might happen if... 3. Demonstrate how to build on others' ideas 4. Be an effective member in small group tasks 5. Suggest different possibilities/ideas 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Know how to make friends and how to resolve arguments in friendships 2. Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe 3. Know that bullying and excluding children unacceptable 4. Know how to report bullying or other hurtful behaviour
<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Recognise how specific rules and restrictions help them to keep safe 2. Recognise and identify potentially unsafe situations and steps needed to avoid 3. Recognise and resist pressures that makes them feel unsafe or uncomfortable 4. Recognise that not everything they see online is true or trustworthy 5. Recognise when to confide in a trusted adult 6. Recognise what's needed to keep the body healthy 7. Understand how to be physically active and how much sleep they should be getting everyday 8. Recognise the need to limit screen-time 9. Recognise, name and describe a range of feelings, how to manage feelings and the effects on the body and behaviour. 	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Know the importance of having a job to earn money 2. Recognise different skills and interests that enable people to do different jobs 3. Recognise how the internet and digital devices helps people do their jobs

YEAR 3

Skills <ol style="list-style-type: none">1. Identify big ideas in a stimulus and ask questions related to these2. Support and build on the ideas of others3. Keep focussed on the matter at hand4. Explain how ideas are linked5. Explore a range of different possibilities	Relationships <ol style="list-style-type: none">1. Understand how wellbeing can be supported by friendships2. Know and use strategies to include children3. Know how to build healthy friendships4. Recognise and manage friendship difficulties5. Know how get support if a friendship is making you feel unhappy/unsafe6. Know that families are different7. Identify positive family life and that families should care for each other8. Know how to ask for help or advice if needed.
Health and Wellbeing <ol style="list-style-type: none">1. Recognise hazards that could cause harm and how to reduce them2. Recognise how PPE can protect people3. Know that their body belongs to them and should not be hurt or touched without their permission4. Recognise and resist pressure5. Recognise health and hygiene rules and routines6. Know how to deal with minor injuries7. Know what to do in an emergence8. Understand what constitutes a healthy balanced diet and its effects9. Recognise the benefits of regular physical activity benefits10. Recognise good quality sleep and the benefits	Living in the Wider World <ol style="list-style-type: none">1. Know they belong to different groups2. Know what makes a community diverse;3. Recognise and value the contributions of others4. Know how to be respectful towards people who live different lives than they do

YEAR 4

Skills <ol style="list-style-type: none">1. Empathise with how others are feeling/thinking about something2. Encourage others to join in discussions3. Draw upon evidence and own experiences4. Suggest reasoned conclusions5. Show a willingness to illustrate the ideas of others with own experiences6. Identify associated concepts and explain their relevance and connections	Relationships <ol style="list-style-type: none">1. Recognise how people's behaviour affects themselves and others2. Know how to be polite and courteous at all times3. Know the relationship rights and responsibilities4. Recognise privacy rights but know when a secret should be shared5. Know that everyone should feel included and respected6. Know how to respond to aggressive or inappropriate behaviour
Health and Wellbeing <ol style="list-style-type: none">1. Recognise personal qualities and individuality and attribute to self-esteem.2. Set goals and manage set-backs3. Recognise the importance of expressing and managing feelings4. Know how and where to access advice and support5. Know that bodies change during puberty6. Recognise, predict, assess and manage risk in different situations7. Understand the influence of peer pressure8. Recognise how online actions can impact others9. Recognise why rules, restrictions and laws exist	Living in the Wider World <ol style="list-style-type: none">1. Know there is a collective responsibility to help protect the world2. Know how the environment can be effected by the everyday choices3. Know and use appropriate skills and vocabulary to share thoughts, ideas and opinions4. Show care and concern for both people and animals

YEAR 5

<p>Skills</p> <ol style="list-style-type: none"> 1. Show appreciation for the comments of others i.e. that is a really good point/that has made me think about... 2. Question peers to support progress in an enquiry 3. Evaluate own evidence offered and that offered by others i.e. I think that example is... 4. Air feelings in a way that supports the enquiry 5. Encourage others to contribute to an enquiry 6. Evaluate in some detail the range of possibilities 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Recognise different types of relationships 2. Recognise how the internet and social media can be used positively 3. Know the difference between online and face-to-face contact 4. Recognise risk in relation to friendships and keeping safe 5. Recognise the types of content that are safe to share online 6. Recognise inappropriate pressure, contact or concerns about personal safety and how to respond to this by asking for help and advice.
<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Recognise and respect similarities and differences between people 2. Recognise how individuality and personal qualities make up someone's identity 3. Recognise and know how to challenge stereotypes 4. Know to calmly carry out basic first aid and when to seek help 5. Know how drugs can affect health and wellbeing 6. Know that laws around drugs are designed to protect people 7. Recognise why people choose to use drugs, and the associated risks 8. Know how to ask for help from a trusted adult 	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Recognise what influences people's decisions with money 2. Recognise value for money 3. Recognise a broad range of jobs and career choices 4. Recognise that there are skills, attributes, qualifications and training needed for different jobs 5. Know that people's choice of a career/job is influenced by interests, skills and pay 6. Know how to question and challenge stereotypes

YEAR 6

<p>Skills</p> <ol style="list-style-type: none"> 1. Show an interest in the progress of an enquiry 2. Show that they have extended their thinking beyond the PSHE session 3. Evaluate a range of reasoned conclusions 4. Identify assumptions and evaluate their impact 5. Summarise the progress of an enquiry 6. Suggest ways in which an enquiry might move to make progress 7. Suggest and explain new and novel ideas that build on the ideas of others 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Recognise different kinds of relationships 2. Recognise that attraction has no gender, ethnicity or faith. 3. Know that adults can choose to be part of a committed relationship 4. Know that puberty relates to growing from childhood to adulthood 5. Know about the reproductive organs and process and how babies are conceived and born and cared for 6. Recognise how growing up increases opportunities and responsibilities 7. Know how to manage change.
<p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Understand the links between mental and physical health 2. Recognise how wellbeing is supported by positive friendships and extracurricular activities 3. Know how to make healthy choices 4. Know that drugs can affect health and how to manage situations 5. Recognise early signs of physical or mental ill-health and ask for help. 6. Know that health problems can build up if not recognised and managed 7. Know that Mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Recognise how the media can affect wellbeing 2. Recognise the rules and appropriateness of sharing online 3. Know that mixed messages in the media exist and that these can influence opinions and decisions 4. Know that text and images can be manipulated or invented 5. Evaluate the reliability different types of online content and media 6. Recognise and respond to unsafe or suspicious content online 7. Recognise and appropriately use age appropriate content 8. Know how to respond to and report information viewed online which is upsetting, frightening or untrue 9. Recognise the risks of gambling