



Palfrey Junior School SMSC/British Values/RSE Curriculum Mapping

Core Theme 1 Health and Wellbeing

H1. what positively and negatively affects their physical, mental and emotional health

Covered in: Science Curriculum, PE, anti-bullying, well being days, online safety, Votes for schools

H2. 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'

Covered in: Science Curriculum (e.g. healthy lifestyle year3, micro-organisms Year 6) PE, anti-bullying, well-being days, online safety, Votes for schools, Y5 Go Givers

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

Covered in: Science curriculum, PE, healthy lunch box information, school guidelines on snacks

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

Covered in: Votes for Schools, online safety work, Literacy (persuasion, bias, fact and opinion)

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

Covered in: school rewards system, target setting, star writers and mathematicians, reading challenges, Times Tables Rock Stars

H6. 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

Covered in: well being, work, anti bullying, Votes for Schools, RE, Literacy, Happy Club, pastoral and behavioural interventions

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

Covered in: Good to be Green/Gold, anti bullying /peer pressure/bystander work

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

Covered in :Year 3 and 6 transition work, enhanced transition for SEND, pastoral intervention, outside agencies work with individuals, work on Remembrance, themes in stories

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

Covered in: Online safety, A-stars and road safety work, safety work with the Fire Service

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

Covered in: A-stars and road safety, Bikeability, seatbelt and child car seats, work in Palfrey Park such as litter picking, pond dipping and gardening

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

Covered in: jobs and responsibilities at school, use of adventure playground and outside gym equipment, Play Leaders, residential trips

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

Covered in: Science topics, school advice on hygiene and controlling infection

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

Covered in: Online safety work, anti bullying/peer pressure/bystander work, history curriculum, literacy work on fact, opinion, bias and persuasion, Votes for Schools, themes in reading/stories

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

Covered in: Online safety work, anti bullying/peer pressure/bystander work, history curriculum, literacy work on fact, opinion, bias and persuasion, Votes for Schools, themes in reading/stories, NSPCC, Helping Hands, school work on well-being, Worry Monsters

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

Covered in: school rules, NSPCC, Helping Hands, school work on well-being, Worry Monsters

H16. what is meant by the term 'habit' and why habits can be hard to change

Covered in: Votes for Schools, science curriculum on healthy living

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Covered in: Votes for Schools, Science,

H18. how their body will, and their emotions may, change as they approach and move through puberty

Covered in: Year 5 puberty talk, Science

H19. about human reproduction

Covered in: Year 5 science curriculum

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

Covered in: NSPCC, Street Teams, Helping Hands, Worry Monsters, School safeguarding messages

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

Covered in: A-Stars, Bikeability, Police and PCSO in Y5 and 6, Fire service in Year 4, Knife Crime Year 6, Helping hands , anti-bullying

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Covered in: Votes for Schools, online safety work, Google Internet Legends

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Covered in: anti bullying, Helping Hands, pastoral interventions, Y6 Go Givers

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

Covered in: Online safety work, anti-bullying, Google Internet Legends

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

Covered in: Online safety work, anti-bullying, Google Internet Legends

Core Theme 2 Relationships

R1. to recognise and respond appropriately to a wider range of feelings in others

Covered in: RE, Votes for Schools, anti-bullying, Helping Hands, Literacy, stories read, Y3 Go Givers

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

Covered in: RE, science, literacy

R5. marriage are examples of 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

Covered in: Y5 RE

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

Covered in: Y5 RE

R7. that their actions affect themselves and others

Covered in: School rules, Behaviour system, Votes for schools, anti-bullying, Kindness week, Y5 Go Givers

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

Covered in: NSPCC, Street Teams

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Covered in: safeguarding work, NSPCC, anti-bullying

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

Covered in: RE, Votes for Schools, literacy work

R11. to work collaboratively towards shared goals

Covered in: class work, group work, project work, School Council, Eco Warriors, Play Leaders, after school clubs, Y5 Go Givers

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Covered in: class work, group work, project work, self and peer assessment, School Council, Eco Warriors, Play Leaders, after school clubs

R13. 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 (see 'protected characteristics' in the Equality Act 2010)

Covered in: Science, RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working, Y3 family work

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

Covered in: RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work, Y4 Go Givers

R15. to recognise and manage 'dares'

Covered in: Literacy, anti bullying, Street Teams, online safety, behaviour system, Y5 Go Givers

R16. to recognise and challenge stereotypes

Covered in: RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
Covered in :RE, Literacy, history, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have right to privacy

Covered in: NSPCC, Street Teams, Helping Hands, online safety

Core Theme 3 Living in the Wider World

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Covered in: Votes for Schools, Eco warriors, School Council, Play Leaders

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

Covered in: History, Votes for schools, school rules. School Council, visits from MP

L3. to understand that there are basic human rights shared by 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

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

Covered in: anti bullying, equality and diversity work, Schools Linking programme, Police, Street Teams

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

Covered in: Literacy, RE, Year 3 Go Givers

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Covered in: Votes for Schools, Literacy, RE, behaviour system

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

Covered in: school community work and charity work, equality and diversity work, Schools Linking programme

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Covered in: school community work and charity work, equality and diversity work, Schools Linking programme, Mental health poetry slams, Y5 Go Givers

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Covered in: Geography, RE, equality and diversity work, Schools Linking programme

L12. to consider the lives of people living in other places, and people with different values and customs

Covered in: Geography, RE, equality and diversity work, Schools Linking programme, special themed events e.g. Chinese New Year, Christmas around the World etc.

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

Covered in: online safety work, Maths

L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

Covered in: online safety work, Maths, Ablewell Advice service work with children and parents

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

Covered in: Geography, charity work,

L16. what is meant by enterprise and begin to develop enterprise skills

Covered in; Year 6 summer enterprise project

L17. to explore and critique how the media present information

Covered in: Literacy, online safety, Votes for Schools

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Covered in: Literacy, online safety, Votes for Schools