PSHE Curriculum

Belonging	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about Emotional connections, internalising ideas and mental well-being. It includes inclusion and social problem solving. (Relationships, self-esteem, mental health, social issues, bullying, racism, etc).	I can talk about behaviour that I like and that I dislike	I can understand and talk about behaviour that I like and that I dislike I know how to get help when I need it (online and in person) to feel safe. I can talk about what makes a family – how are they different and what is the same?	I share my opinions on things that matter to me and explain my views I understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying I know how find help when I need it (includes knowing address, phone number, police, stranger danger, online) I collaborate with others to create a song or play about taking care of myself and others (hygiene, bullying, mental health, fitness...)	I understand that friendships can change I understand the concepts of justice, fairness, teasing, rejection and belonging I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help I can talk about changes that can happen in families and how we can manage those times. (Pupils to access sessions from Isle Listen)	I can review reasons why a problem can be confusing I can define and discuss peer pressure and how the power of friendships can encourage both harmful or beneficial action I can practice specific strategies to resist peer pressure (Pupils to access sessions from Isle Listen)	I can explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure I can resist pressure to do risky things that could cause harm to myself or others (Pupils to access sessions from Isle Listen)	I understand that conflict is a natural part of living and there are 3 kinds: OK, negative, violent I understand the concepts of escalation and de-escalation of conflict. I recognise that change can create challenges and can identify them and concerns around changing schools in transition. I can express my hopes and expectations for next year in my new school. (Pupils to access sessions from Isle Listen)

Me and my world							
Developing an understanding of physical and virtual positioning in the world. (Family, Community, Digital citizen, citizenship, rights and responsibility).	I can manage my own needs (DM) I can talk about members of my family and my community (DM) I can name and describe people who are familiar to me (DM) I can understand that some places are special to members of my community (DM) I see myself as a valuable individual (DM)*	I can understand how to behave digitally and in person (RRR*) I can talk about like/dislike, fair/ unfair, right/ wrong, and the choices I make I know that I am part of the Manx community and celebrate through song, stories and traditions I can talk about the needs of animals, plants and our planet with empathy (RRR) I can explain Braddan's values and why they are important. I understand that their needs to be a balance between online and offline activities I can say goodbye to technology	I know the Manx National anthem I show pride in my Manx culture and use some Manx words in songs, stories and to describe objects (like animals) I can explain why we do not share personal information when we use technology (Digital footprint) I use technology appropriately (apps, comments, etc) I understand how to be safe, responsible and respectful online	I can explain why it is important to have rules and how that helps me and others in my class learn I can explain why it is important to feel valued I understand the importance of staying safe (online and in real life) I understand what it means to be a good digital citizen I understand why it is important to have device-free moments in my life I know what information should be kept private online and what a digital footprint is I know what to do if someone is mean to me online	I can explain why being democratic is important and can help me and others feel valued I can explain how to stay safe both online and in real life I understand how digital citizens take responsibility for themselves, their communities and their world I understand what to do when faced with cyber bullying I understand what is and isn't appropriate to be shared online	I can explain why society has rules, rights and responsibilities and how they make communities, including school, a fair place I can explain how the actions of one person can affect another and can give examples of cause and effect in school and from my wider community I can develop citizenship skills by taking a position of responsibility and using democratic action I understand what makes a reliable and unreliable media source I understand what is and isn't appropriate to be shared online	I can discuss the UNESCO rights of the child and UNESCO Sustainability Goals and how to share my opinion appropriately I can explain how my choices can have an impact on people in my immediate community and globally I understand what makes a reliable and unreliable media source I know what clickbait is and how I can avoid it I understand how to keep online friendships safe I know what to do if I am subject to or a witness of cyber bullying

		when I don't want to I can go places safely online				I know how to be positive and have fun whilst playing online games. I also help others do the same I know what to do if I am subject to or a witness of cyber bullying	I understand the positive and negative impact of social media

I can recognise, (online or offline), that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.