



Whitemoor Academy - PSHE Curriculum Overview & Progression 'Valuing Difference' EYFS & KS1

| EYFS | Year 1 | Year 2 |
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| <ul style="list-style-type: none">• • I'm special, you're special!• • Same and different.• • Same and different families.• • Same and different homes.• • Kind and caring. | <ul style="list-style-type: none">• • Identify the differences and similarities between people;• • Empathise with those who are different from them;• • Begin to appreciate the positive aspects of these differences.• • Explain the difference between unkindness, teasing and bullying;• • Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe.• • Identify some of the people who are special to them;• • Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. | <ul style="list-style-type: none">• Identify some of the physical and non-physical differences and similarities between people;• Know and use words and phrases that show respect for other people.• • Identify people who are special to them; Explain some of the ways those people are special to them.• • Recognise and explain how a person's behaviour can affect other people.• • Explain how it feels to be part of a group;• • Explain how it feels to be left out from a group; Identify groups they are part of;• Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness;• Explain how these impact on other people's feelings;• Suggest kind words and actions they can show to others;• Show acts of kindness to others in school.• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. |



Whitemoor Academy - PSHE Curriculum Overview & Progression
 'Valuing Difference' KS2



| Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. | <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. | <ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. | <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. |