



St Mark's CE Primary School
PSHE Curriculum Map: Rights and responsibilities
2023-2024

	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 6
Rights and responsibilities		<p>Question: How do we decide how to behave? (Autumn 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> Know about group and class rules and why they are important About respecting the needs of ourselves and others About different types of behaviour and how this can make others feel About listening to others and playing cooperatively That bodies and feelings can be hurt <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> How they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them To recognise that their behaviour can affect other people To recognise what is fair and unfair, kind and unkind, what is right and wrong To listen to other people and play and work cooperatively (strategies to resolve simple arguments through negotiation) 	<p>Question: How can we help? (Autumn 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About group and class rules and why they are important About respecting the needs of ourselves and others About looking after the local environment About privacy in different contexts <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> How they can contribute to the life of the classroom and school To help construct, and agree to follow, group, class and school rules and to understand how these rules help them That people and other living things have rights and that everyone has responsibilities to protect those rights (protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) What improves and harms their local, natural and built 	<p>Questions: What are we responsible for? (Spring 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About their responsibilities, rights and duties (home, school and the environment) How actions can affect ourselves and others <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> 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 that their actions affect themselves and others <p>Key vocabulary Responsibilities, rights, duties, local environment, actions, affect</p>	<p>Question: What does discrimination mean? (Spring 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> How actions can affect ourselves and others About discrimination, teasing, bullying and aggressive behaviour and its effect on others About the factors that make people the same or different To recognise and challenge 'stereotypes' About the correct use of the terms sex, gender identity and sexual orientation <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> That their actions affect themselves and others To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (cyber-bullying, use of prejudice – based language, 'trolling', how to respond and ask for help) How to recognise bullying and abuse in all its forms (prejudice-based bullying both in person, online and 	<p>Question: What are human rights? (Summer 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> Why and how laws are rules and laws are made How to take part in making and changing rules About the importance of human rights (and the Rights of the Child) About the UN declaration on the Rights of the Child About the right they have to protect their body That harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights That human rights overrule any beliefs, ideas or practices that harm others That female genital mutilation (FGM) is physical abuse and illegal About the importance of speaking about FGM That to force anyone into marriage is illegal About the importance of speaking out about forced marriage About confidentiality About times when it is appropriate and necessary to break a confidence <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> 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 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 That these universal rights are there to protect everyone and have primacy both over national law and family and community practices To know that there are some cultural practices which are against British law and universal human rights, such as FGM 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 FGM constitute abuse and are a crime, develop the skills and strategies required to get support if they have fears for themselves or their peers



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	<ul style="list-style-type: none"> To offer constructive support and feedback to others That people' bodies and feelings can be hurt (what makes them feel comfortable and uncomfortable) To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say <p>Key vocabulary Respect, behaviour, feelings, hurt, rules</p>	<p>environments and develop strategies and skills needed to care for these (conserving energy)</p> <ul style="list-style-type: none"> What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy <p>Key vocabulary Importance, rules, respect, rights, privacy, environment</p>	<p>through social media)</p> <ul style="list-style-type: none"> That differences and similarities between people arise from a number of sex, gender identity, sexual orientation, and disability ('protected characteristics' in the equality act 2010) To recognise and challenge stereotypes About the difference between, and the terms associated with sex, gender identity and sexual orientation <p>Key vocabulary Actions, discrimination, teasing, bullying, stereotyping, equality, gender identity, sexual orientation, sex</p>	<ul style="list-style-type: none"> 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 The concept of 'keeping something confidential or secret', when they should or should not agree to this and why it is right to 'break a confidence' or 'share a secret' <p>Key vocabulary female genital mutilation, forced marriage, UN declaration. Rights of the Child, illegal, British law, human rights, abuse, confidentiality, cultural practices, crime</p> <p style="text-align: center;">How can we manage risk? (Spring 2)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About independence, increased responsibility and keeping safe Strategies for managing risk Different influences on behaviour, including peer pressure and media influence How to resist unhelpful pressure and ask for help Strategies for managing personal safety – online What to consider before sharing pictures of themselves and other online How anti-social behaviours can affect wellbeing How to handle, challenge or respond to anti-social or aggressive behaviours How actions can affect ourselves and others <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> To differentiate between the terms, 'risk', 'danger' and 'hazard' To recognise, predict and assess risks in different situations and decide how to manage them responsibly (sensible road use and risks in the local environment - bike ability) and to use this as an opportunity to build resilience How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of source, including people they know and the media Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk
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						<p>to if they feel uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none">• 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• That their actions affect themselves and others <p><u>Key vocabulary</u> Independence, risk, peer pressure, personal safety Anti-social behaviours, wellbeing, danger, hazard, resilience, media</p>
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