

**About this document**

This document demonstrates how we deliver our Personal, Social, Health and Economic education. As it is not a statutory requirement, this document is a reflection of how we deliver a curriculum based on the needs and interests of our children and families. National and local guidance has been considered in the writing of this curriculum.

In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

**Key Aims of our curriculum****All pupils should:**

- Understand the importance of a **healthy lifestyle** (physically, socially, emotionally)
- Discuss different kinds of **relationships**
- Consider their own identity and recognise how **diversity and equality** have an important role to play in our society
- Understand **risk and how to stay safe**
- Have an understanding of what adult life entails in our country and others, including **careers**
- Know what **rights and responsibilities** we have as citizens and how **British Values** help shape our society.
- Know about the **threats to our environment** and how we can live greener lives
- Make links with **Sikh values**

**Key Skills:**

Pupils should be taught to and have opportunities to:

- Actively listen to others
- Reflect on their needs and those of others
- Resolve conflict
- Understand their own feelings and show empathy
- Communicate, persuade, negotiate and accept others' views
- Work as a team
- Make key decisions and choices
- Manage risk and safety
- Make goals

Term and Topic	Y1 Learning Journey	Y2 Learning Journey
<p style="text-align: center;"><u>Autumn</u></p> <ul style="list-style-type: none"> <li>• <i>Setting goals</i></li> <li>• <i>Keeping healthy and happy</i></li> <li>• <i>Anti-Bullying</i></li> <li>• <i>Our society – liberty and democracy</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Target setting assembly</i></li> <li>• <i>Anti-Bullying week display and assembly</i></li> <li>• <i>British values display work</i></li> </ul>	<p><u>Setting goals</u> Year 1 will start their year by <b>setting goals</b> and thinking about what they need to do to achieve them. They will reflect on the three golden rules given to us by Guru Nanak Dev Ji</p> <p><u>Keeping healthy and happy</u> They will learn about the <b>importance of a healthy diet</b>; which foods are beneficial? And which we should limit? By tasting a range of foods, children will investigate and discuss their likes and dislikes, reflecting on whether they are healthy or not. They will then discuss <b>with a dentist</b> how our <b>diet can affect our dental hygiene</b>, discussing the importance of teeth and the implications of not looking after them. <b>They will make links with what they know about kesh and looking after our bodies.</b></p> <p>Children will then begin to <b>explore emotions</b>; what are negative emotions, what are positive emotions and how can others affect them?</p> <p><u>Anti-Bullying</u> As a class we will <b>define bullying</b> – what it is and what it isn't – and think about how we can combat it.</p> <p><u>Our society</u> Finally, children will learn about <b>voting and the role it plays in our society.</b></p>	<p><u>Setting goals</u> Year 2 will begin by <b>setting goals</b> for the year ahead and considering what they need to do to achieve them. They will reflect on the three golden rules given to us by Guru Nanak Dev Ji</p> <p><u>Keeping healthy and happy</u> <b>Linked with work in science</b> children will <b>recall the 5 main food groups</b> and investigate the kinds of foods therein, taking part in some <b>food tasting</b>. They will learn about the importance of the 5-a-day rule and how they can make better choices to include more fruit and veg. Children will <b>design a healthy and balanced meal</b> which they could take as a packed lunch. They will finish by looking at ways we can protect our health and <b>keep ourselves safe around hazardous substances</b> such as medicines and the dangers of smoking.</p> <p><u>Anti-Bullying</u> Year 2 will take an in depth look at bullying and the issues it can cause. Children will <b>reflect on the emotions that can be associated with bullying</b> and how they can lead to further issues. The idea of conflict will be explored, thinking about when and where we see it and how it can escalate. They will then <b>suggest ways that conflict can be resolved</b> and take part in role play to practice.</p> <p><u>Our society</u> Children will <b>discuss the role of parliament</b> in our society and look at how MPs represent us.</p>
<p style="text-align: center;"><u>Spring</u></p> <ul style="list-style-type: none"> <li>• <i>Money, charity and sewa</i></li> <li>• <i>Keeping safe</i></li> <li>• <i>Our society –</i></li> </ul>	<p><u>Money, charity and sewa</u> Children will <b>discuss the role of money</b> in society, how some things are necessary, some are desirable and how some people in this country might struggle to meet their own needs. They will <b>investigate the roles of certain charities</b> and <b>link the roles of charities with sewa</b>. As a class, children will <b>take part in fundraising</b> for a charity</p>	<p><u>Money, charity and sewa</u> Children will <b>discuss the role of money</b> in society, how some things are necessary, some are desirable and how in some parts of the world, people struggle to survive. They will <b>investigate the roles of certain charities</b> and link the roles of charities with sewa. As a class, children will <b>take part in fundraising</b> for a charity of their choice.</p>

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<p><i>tolerance and respect</i></p> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• Sewa week</li> <li>• Safer internet day assembly and display</li> </ul>	<p>of their choice and consider how this might make a difference.</p> <p><u>Our society/Keeping safe</u></p> <p>In the second half of the term children will begin to <b>ask questions about their identity</b> and what makes them unique or similar to others. They will consider how being Sikh helps to define them. They will discuss how <b>keeping our identity safe online</b> is important and how to recognise danger and stay safe in general at home, in school and other places.</p>	<p>and evaluate how they have made a difference.</p> <p><u>Keeping safe</u></p> <p>Children will discuss online safety and how they can <b>protect their personal information</b> as well as avoid dangerous situations. They will learn about keeping safe at home and school, <b>particularly from fire risks</b>, discussing what they can do to negate risks.</p> <p><u>Our society</u></p> <p>Finally children will <b>explore gender stereotypes</b> and investigate how they often do not apply in the real world. They <b>will link this to prominent figures in Sikh faith</b> such as Bibi Jagir Kaur and reflect on what the Guru Granth Sahib Ji says about equality.</p>
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• <i>Positive relationships</i></li> <li>• <i>Looking after our world</i></li> <li>• <i>Looking out for ourselves and others</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Eco Friendly Day of Action</i></li> </ul>	<p><u>Positive relationships</u></p> <p>Children will begin summer term by thinking about what it means to be friends and <b>what makes a good friend</b>. They will discuss why it is important to have friends, <b>how to make them</b> and how to keep them. Children will think about their ideal friend, using all the qualities they have discussed. The class will discuss what achievements are, what they have done and how it makes them feel. They will <b>celebrate each other's achievements</b> with an <b>award show in class</b>.</p> <p><u>Looking after our world</u></p> <p>Children will share what they know about recycling and waste, looking at the importance of recycling. They will then design posters to <b>convince others to reduce, reuse and recycle</b>, <b>taking part in a day of action</b> with the rest of the school.</p> <p><u>Looking out for ourselves and others</u></p> <p>Children will <b>discuss basic hygiene</b> and its importance. They will think about their daily routines and how they may need help with some of them, discussing who could</p>	<p><u>Positive relationships</u></p> <p>Year 2 will begin by <b>discussing the qualities of a good friend</b>, reflecting on their friends and behaviour. Using role play, children will <b>identify ways to be a good friend</b> and explore what makes a good friend.</p> <p>Children will learn about unwanted touch, <b>how to recognise, avoid and deal with it</b>, thinking about the PANTS rule.</p> <p><u>Looking after our world</u></p> <p>Reflecting on what the <b>Guru Granth Sahib Ji says about looking after the environment</b>, children will consider the use of electricity and its effects. Children will <b>discuss ways to reduce energy use and use renewable sources</b>, creating a plan for their own homes and <b>taking part in a day of action</b> with the rest of the school.</p> <p><u>Looking out for ourselves and others</u></p> <p>Children will explore the concept of pride, <b>reflecting on what they have done that makes them feel proud</b>. They will discuss how they have felt when someone has told them they are proud of them and talk about why others should be proud of themselves.</p>

	help. They will link their routines to those that they follow when entering the gudwara.	
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	Y3 Learning Journey	Y4 Learning Journey
<p style="text-align: center;"><u>Autumn</u></p> <ul style="list-style-type: none"> <li>• <i>Setting goals</i></li> <li>• <i>Keeping healthy and happy</i></li> <li>• <i>Anti-Bullying</i></li> <li>• <i>Our society - liberty and democracy</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Target setting assembly</i></li> <li>• <i>Anti-Bullying week display and assembly</i></li> <li>• <i>British values display work</i></li> </ul>	<p><u>Setting goals</u> Year 3 will start their year by <b>setting goals</b> and thinking about what they need to do to achieve them. They will reflect on the three golden rules given to us by Guru Nanak Dev Ji</p> <p><u>Keeping healthy and happy</u> Considering their own health, children will <b>reflect on the foods they eat</b> regularly and how healthy they are. They will look at the ingredients on food packaging and think <b>about how they fit into the food groups</b>. They will link this with what they already know about dental hygiene and discuss whether these would be detrimental for their teeth. Children will also <b>investigate caffeine in drinks</b>, how it affects our body and how we can make better choices.</p> <p>Discovering more about keeping safe, children will discuss the <b>dangers of passive smoke, the role drugs and medicines</b> play and learn how to protect themselves from any danger.</p> <p><u>Anti-Bullying</u> Children will explore bullying further. They will <b>discuss the kinds of behaviours</b> we might call unkind or kind and reflect on times they might have allowed others to be unkind. <b>They will make links with the 5 virtues and vices in referred to in the Sikh faith.</b> Children will suggest ways that they could <b>avoid conflict but also how they could resolve conflict</b> for themselves and others.</p> <p><u>Our society</u> Finally, children will learn about the <b>role of democracy</b> in our society and how it works in action.</p>	<p><u>Setting goals</u> At the start of year 4, the class will <b>set themselves goals</b> and consider how they will go about achieving them. They will reflect on the three golden rules given to us by Guru Nanak Dev Ji</p> <p><u>Keeping healthy and happy</u> They will reflect on what they <b>already know from science</b>, exploring <b>how food gives us energy</b> and how this energy needs to be used up. They will keep looking at foods, discussing the <b>importance of nutrients</b> and investigating how nutritious foods that they eat are. Children will <b>understand the effects of smoking</b> on their bodies as well as some of the other negative effects of smoking. They will explore the <b>risks associated with drinking alcohol</b> which affect both physical health and behaviour.</p> <p><u>Anti-Bullying</u> As part of anti-bullying week, children will <b>explore the different roles</b> we can have in these situations. They will look at how we can be victims, bullies or bystanders and how to do the right thing in all of those situations. The class will discuss the importance of staying safe online and will look in greater depth about the trustworthiness of what they read or see online. As a class, they will <b>develop criteria for what can or can't be trusted</b> and look at some examples, considering how trusting some websites could lead to negative consequences.</p> <p><u>Our society</u> Finally, children will look in depth at how <b>the right to ask questions</b> is part of our society. They will look at examples of how, in Parliament, we are free to ask reasonable questions of anyone and <b>hold a debate in class.</b></p>

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<p style="text-align: center;"><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Money, charity and sewa</li> <li>• Keeping safe</li> <li>• Our society – tolerance and respect</li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• Sewa week</li> <li>• Safer internet day assembly and display</li> </ul>	<p><u>Money, charity and sewa</u>          This topic will begin with an investigation into <b>human rights and the rights of a child</b>. Children will discuss how some things are necessary and some are desirable, yet people struggle for the basics in some parts of the world. They will <b>investigate the roles of certain charities</b> and link the roles of <b>charities with sewa</b>. As a class, children will <b>take part in fundraising</b> for a charity of their choice and evaluate how they have made a difference. Children will also <b>look into how money is used</b> and that we have decisions to make on how it is spent.</p> <p><u>Keeping Safe</u>          Children will discuss online safety and how they can <b>protect their personal information</b> as well as avoid dangerous situations online. They will learn about keeping safe at home and school, particularly when <b>walking around busy roads, crossing and using bikes or scooters</b>.</p> <p><u>Our society</u>          Children will <b>explore gender stereotypes</b> and find out how males and females are able to do the same job in the working world. This will link with <b>Sikh teachings on equality and key figures such as Mai Bhago</b>.</p>	<p><u>Money, charity and sewa</u>          Year 4 will begin this topic by discussing money, how it is earned, spent and the <b>benefits of saving money</b>. Children will investigate a few different careers and the <b>routes to success</b> in them. They will <b>explore the necessity of water</b> and how some areas of the world struggle for access to clean water. They will <b>research an appropriate charity</b>, discussing the importance of <b>vand ke chhakna</b>, and <b>plan and hold a fundraising event</b> for the charity.</p> <p><u>Keeping Safe</u>          Children will discuss internet safety, reviewing what they already know and discussing the <b>types of language that are acceptable and unacceptable online</b>. They will continue to think about safety outside, this time looking at <b>water and the dangers therein</b>.</p> <p><u>Our society</u>          The class will think about how <b>stereotypes can create a stigma</b> and reflect on how they might have been labelled or labelled others according to their gender, race or any other factor. They will look at some important Sikh figures.</p>
<p style="text-align: center;"><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Looking after our world</li> <li>• Looking out for ourselves and others</li> </ul>	<p><u>Positive relationships</u>          Year 3 will begin by discussing what they think the most important <b>qualities of a good friend</b> are and reflect on the qualities of their own friends. They will explore the <b>value of friendship</b> and healthy relationships, thinking about why they are important, why some people have different kinds of friendship groups and how these can change. They will consider the <b>characteristics their ideal friend</b> might have and what their ideal relationship might be like.</p>	<p><u>Positive relationships</u>          Year 4 will begin <b>by identifying the qualities of a friend</b>. They will explore the ideas of rights and responsibilities, considering what the <b>rights and responsibilities</b> in a friendship might be and creating posters to express their ideas.</p> <p><u>Looking after our world</u>          Children will research <b>the issues with air pollution</b> in urban areas. They will look at the benefits and methods of active travel and <b>take part in a day of action</b> with the rest</p>

**Whole school activities**

- *Eco Friendly Day of Action*

Children will think about how in relationships, we have the right to say what we do and don't like and how sometimes touch can be positive or negative. They will discuss their **rights in a relationship**, including the right to say no to bad touch.

Looking after our world

Children will research the crisis of plastic in our water ways. They will **discuss the consequences of plastic pollution** and suggest ways to reduce use in their own lives, **taking part in a day of action** with the rest of the school.

Looking out for ourselves and others

The class will look at the idea of positive and negative thoughts, how they can come about and **how they can affect us**. Children will think about how they have felt in difficult situations and positive ways they could respond. They will explore how **self-talk and mindfulness** can lead to a more positive outlook on things. This will involve a discussion of how **nam japo** can help us to concentrate our thoughts.

Finally, children will learn about diabetes, what it is and **how it affects sufferers and their families**. They will explore how people cope with the condition and services help them.

of the school.

Looking out for ourselves and others

Children will then learn about positive thinking and why having a **growth mind-set can be beneficial**. They will reflect on why having a growth mind-set is helpful in school, at home or with friends. This will involve a discussion of how **nam japo** can help us to concentrate our thoughts.

Finally, the class will learn about dementia; what it is and **how it affects people** and their families. They will explore, through real life stories, how some people suffering from dementia are helped through technology and charities.

	Y5 Learning Journey	Y6 Learning Journey
<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• <i>Setting goals</i></li> <li>• <i>Keeping healthy and happy</i></li> <li>• <i>Anti-Bullying</i></li> <li>• <i>Our society – liberty and democracy</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Target setting assembly</i></li> <li>• <i>Anti-Bullying week display and assembly</i></li> <li>• <i>British values display work</i></li> </ul>	<p><u>Setting goals</u> Year 5 will start their year by <b>setting goals</b> and thinking about what they need to do to achieve them. They will reflect on the <b>three golden rules</b> given to us by Guru Nanak Dev Ji #</p> <p><u>Keeping healthy and happy</u> Reflecting on their dietary habits, children will <b>sort the foods</b> they eat into the food groups and will look closely at the <b>role that certain nutrients and fibre</b> play in their diet. They will look at food labels and share their thoughts on why these foods might be healthy or unhealthy based on their ingredients. They will then discuss the <b>importance of hydration</b> and how certain drinks have hidden sugars and fats which may be unexpected. As a class, they will look at the effect groups can have on others, discussing <b>peer pressure and how we can make our own decisions</b>. Children will learn about the <b>effects and dangers of drugs</b> and challenge misconceptions about drugs and drug users.</p> <p><u>Anti Bullying</u> After half term, children will discuss how some people can feel isolated or excluded by <b>our actions and how we can avoid this</b>. Children will reflect on times they have felt like this and why.</p> <p><u>Our Society</u> Children will explore the concept of compromise and how in a <b>democracy, decisions are made by</b> groups to ensure fairness.</p>	<p><u>Setting goals</u> Year 6 will start their year by <b>setting goals</b> and thinking about what they need to do to achieve them. They will reflect on the <b>three golden rules</b> given to us by Guru Nanak Dev Ji</p> <p><u>Keeping healthy and happy</u> Children will reflect on everything they need to maintain health and physical wellbeing, considering all they know about food, healthy choices and nutrition. They will look closer at the role <b>exercise and being active</b> plays in our health and work together to come up with a list of benefits and ways to stay active. Children will learn more about the <b>effects of substances</b> they might encounter, namely alcohol and cannabis. They will look at the facts and potential negative effects these can have on their physical and mental health and how they can <b>recognise and resist peer pressure</b>.</p> <p><u>Anti-Bullying</u> Children will discuss the <b>value of diversity</b>, what makes us different and what links us all. They will link this with online experiences and how differences can be heightened online. Children will reflect on negative experiences online and <b>how they can deal with them</b> in the future. They will also think about how <b>appearance ideals</b> are portrayed in the media and how this makes them feel.</p> <p><u>Our Society</u> Children will look at the <b>role of debate in society</b> and in the House of Commons, <b>taking part in their own debate</b>.</p>
<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• <i>Money, charity and sewa</i></li> </ul>	<p><u>Money, charity and sewa</u> We will start this topic by looking at how people can earn money, what kind of deductions and expenditures we might make and <b>how budgeting can increase the amount we have to spend</b>. Children will also consider</p>	<p><u>Money, charity and sewa</u> The topic will begin by discussing money and the concepts of <b>‘value for money’</b> and the range of salaries people can earn in the working world. Children will investigate the <b>kind of jobs that earn high salaries</b> and</p>



<ul style="list-style-type: none"> <li>• <i>Keeping safe</i></li> <li>• <i>Our society – tolerance and respect</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Sewa week</i></li> <li>• <i>Safer internet day assembly and display</i></li> </ul>	<p><b>what they might want to do for a career</b> and what they will need to do to be successful. Exploring this further, we will discuss <b>the reasons for migration</b> around the world and consider how our own lives have been impacted by migration. As a class, we will discuss the importance of <b>vand ke chhakna</b> and <b>research, plan and hold a fundraising event</b> for a relevant charity.</p> <p><u>Keeping safe</u> Children will extend their knowledge of <b>how to stay safe online</b>, considering what to do if they find themselves in a difficult situation. They will learn more about staying safe outdoors, specifically when <b>cycling on roads</b> by taking part in <b>cycle training</b>.</p> <p><u>Our society</u> Finally, children will reflect on gender stereotypes and why <b>stereotypes can affect confidence</b> and belief. They will look at the life of <b>Sofia Duleep Singh</b> and the suffragette movement.</p>	<p>consider the work that needs to be done in order to be successful. We will then talk about how <b>homelessness affects people</b> in our society, how it can occur to ordinary families and the struggle that some people face to be financially secure. As a class, we will discuss the importance of <b>vand ke chhakna</b> and <b>research, plan and hold a fundraising event</b> for a relevant charity.</p> <p><u>Keeping safe</u> We will build on children’s knowledge of online safety, looking at how <b>assumed identities are not always reliable</b> and how easy it is to impersonate someone else online. The class will discuss what kinds of behaviours outside of the home and school can lead to dangerous situations and <b>how we can make good decisions</b>.</p> <p><u>Our society</u> We will take part in a series of class debates to try and <b>break down common stereotypes</b>, giving reasons and evidence for why they are incorrect.</p>
<p style="text-align: center;"><u>Summer</u></p> <ul style="list-style-type: none"> <li>• <i>Positive relationships</i></li> <li>• <i>Looking after our world</i></li> <li>• <i>Looking out for ourselves and others</i></li> </ul> <p><b>Whole school activities</b></p> <ul style="list-style-type: none"> <li>• <i>Eco Friendly Day of Action</i></li> </ul>	<p><u>Positive relationships</u> Year 5 will begin by <b>considering what makes a good friend</b>, listing and ranking the qualities of a friend. Children will think about <b>what it means to belong</b>, about when and where they feel like they have belonged as part of a group and how that made them feel. They will go on to explore how sometimes they have to be proactive about <b>making people feel part of a group</b> and how people can be excluded easily.</p> <p><u>Looking after our world</u> Children will research the <b>effects of water shortages</b> in the UK and abroad. They will look at examples of water charities and the work that they do around the world. Pupils will <b>take part in a day of action</b> to help raise awareness of water conservation.</p>	<p><u>Positive relationships</u> Year 6 will begin by <b>considering what makes a good friend</b>, reflecting on themselves and how they think they will be remembered at Khalsa. Looking ahead, children will <b>explore how friendship groups can change</b> as we grow older and our personalities change. They will create a list of non negotiables for a friendship and think about <b>how they can create positive relationships</b> in the future with new people as the move on to different schools.</p> <p><u>Looking after our world</u> Children will <b>research issues around biodiversity</b> in the UK and abroad. They will look at efforts to help struggling species and <b>take part in a day of action</b> to help raise awareness of water conservation.</p> <p><u>Looking out for ourselves and others</u> They will think about how they <b>can use positive self-talk</b></p>

	<p><u>Looking out for ourselves and others</u></p> <p>They will continue to explore the <b>benefits of a growth mind-set and mindfulness</b>, thinking about how it can help us to get over loss or disappointment, using real life examples as stimuli for conversations. The class will then reflect on setbacks they have suffered and how they might have overcome them.</p> <p>Finally, children will look at the issues that arise with poor mental health. They will explore the <b>effects of anxiety and depression</b> and how it can be coped with.</p>	<p><b>and mindfulness</b> to reflect on what they want from relationships, maintain self-esteem and deal with peer pressure.</p> <p>Children will continue to explore the <b>effects of poor mental health</b>. They will discuss the ways in which <b>stigmas around mental health</b> are detrimental and look at some real life examples of how people deal with mental health through talking about it.</p>
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