



Providing the rich soil that enables  
our children to develop deep roots and flourish.

### Immersion Curriculum: Year 3/4 Cycle A

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



#### Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

#### Curriculum Impact

The children will become reflective, independent and aspirational citizens who understand the impact of the choices they make on themselves, their community and the wider world. They will enjoy learning about themselves, and see PSHE as a subject that actively supports their development.

As part of ongoing pastoral care, there will be a continued focus on developing healthy relationships and friendships.

Planning below details the statutory National Curriculum statements for '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (2019) for the end of Primary Education. Planning has also taken guidance from the DfE non-statutory [Citizenship guidance](#) (2015) document.

Focus		Milestone for end of LKS2 (Year 4)	National Curriculum Objectives: By the end of KS2
<b>Respecting ourselves and others</b>		<ul style="list-style-type: none"> <li>The value of rules and laws; rights, freedoms and responsibilities</li> <li>Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<p>Pupils should know:</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice, for example family, school or other sources</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 1		
<b>Key Vocabulary</b>		<b>Children will learn:</b>	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society, the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are (including the rights of children) and how they protect people</li> <li>about how they have rights and also responsibilities, and that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> <li>about what privacy and personal boundaries are; what is appropriate to share with friends, classmates, family and wider social groups</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved and what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>to recognise and model respectful behaviours in different situations e.g. helping or including others, being responsible</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	

Focus		Milestone for end of LKS2 (Year 4)	National Curriculum Objectives: By the end of KS2
<b>Money and Work</b>		<ul style="list-style-type: none"> <li>How the internet is used; assessing information online (also covered in computing)</li> <li>Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>Different jobs and skills; job stereotypes; setting personal goals</li> </ul>	Pupils should know: <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul> <b>Caring friendships</b> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <b>Online relationships</b> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul> <b>Being safe</b> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice, for example family, school or other sources</li> </ul> <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul> <b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 3		
<b>Key Vocabulary</b>		<b>Children will learn:</b>	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> <li>about what privacy and personal boundaries are when working online; What is appropriate to share with friends, classmates, family and wider social groups</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying online for the people involved</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour online</li> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> <li>about common myths and gender stereotypes related to work</li> <li>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	

Focus		Milestone for end of LKS2 (Year 4)	National Curriculum Objectives: By the end of KS2
<b>Growing and changing</b>		<ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal strengths and achievements; managing and reframing setbacks</li> </ul>	Pupils should know: <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul> <b>Caring friendships</b> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <b>Online relationships</b> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul> <b>Being safe</b> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice, for example family, school or other sources</li> </ul> <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul> <b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 4		
<b>Key Vocabulary</b>		<b>Children will learn:</b>	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried and what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> <li>• to recognise how that everyone is an individual and has unique and valuable contributions to make, and that these strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	

Focus		Milestone for end of LKS2 (Year 4)	National Curriculum Objectives: By the end of KS2
<b>Health, Wellbeing and Safety</b>		<ul style="list-style-type: none"> <li>Risks and hazards; safety in the local environment and unfamiliar places</li> <li>Health choices and habits; what affects feelings; expressing feelings</li> </ul>	Pupils should know: <b>Families and people who care for me</b> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul> <b>Caring friendships</b> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <b>Online relationships</b> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul> <b>Being safe</b> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice, for example family, school or other sources</li> </ul> <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul> <b>Internet safety and harms</b> <ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 5		
<b>Key Vocabulary</b>		<b>Children will learn:</b>	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> <li>how to identify typical hazards, predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>about fire safety at home including the need for smoke alarms</li> <li>the importance of following safety rules from parents and other adults</li> <li>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) and what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be maintained, changed or stopped</li> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the things that affect feelings both positively and negatively</li> <li>about strategies to identify and talk about their feelings, and to recognise how feelings can change overtime and become more or less powerful</li> <li>about some of the different ways people express feelings e.g. words, actions, body language</li> </ul>	