

PSHE Curriculum Overview 2019

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Rights and Responsibilities How do we decide how to behave?</p> <ul style="list-style-type: none"> Discuss opportunities on how they can contribute to the life of the classroom and school (School, eco, sports council) (L1) Discuss group and class rules and why they are important- understanding how these rules help them (Behaviour expectations) (L2) Respecting the needs of ourselves and others (R2) Different types of behaviour (fair and unfair, right and wrong) and how this can make others feel (R4) Listening to others and playing cooperatively (including strategies to resolve simple arguments through negotiation) (R6, R7) That bodies and feelings can be hurt, being kind and unkind, how to respond and who to tell and what to say. (R11) 	<p>Taking care of the environment Money - What can we do with money?</p> <ul style="list-style-type: none"> That they belong to different groups and communities such as family and school – importance of looking after our school environment, litter picking (L4) About where money comes from and what it is used for, spending and saving money (L6) <p>Anti-Bullying -KS1</p> <ul style="list-style-type: none"> Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12) The different types of teasing and bullying, understand that these are wrong and unacceptable (R13) Who to tell and how to get help if they experience of witness it and strategies to resist (R14) 	<p>Healthy lifestyles How do we keep safe?</p> <ul style="list-style-type: none"> How to live a healthy lifestyle – including physical activity, rest and healthy eating (H1) How to stay safe crossing the road, riding a bike/scooter. (H12) How to use ICT safety (H12) 	<p>How do we keep safe?</p> <ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used correctly (H11) Rules for keeping safe (in familiar and unfamiliar situations) and when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets (H15) The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (R3) What is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy (H16) How to ask for help if they are worried about something and who to ask. (H13, H14) 	<p>What makes us special? Growing and changing</p> <ul style="list-style-type: none"> About the importance for respect for the differences and similarities between people (R8) To identify their special people, what makes them special and how special people should care for one another (R9) That everybody is unique and what we have in common with everyone else (L9) To learn from their experiences and celebrate their strengths and set simple but challenging goals. (H3) How it feels when there is change or loss (including moving home, losing toys, pets or friends) (H5) That people and other living things have rights and responsibilities to protect those rights (protecting others’ bodies and feelings; take turns, share and understand the need to return things that have been borrowed) (L3) 	<p>How do we feel?</p> <ul style="list-style-type: none"> Different kinds of feelings and how to communicate feelings with others, show and respond to feelings. (R1) Simple strategies to manage feelings (H4) How it feels when there is change or loss (including moving home, losing toys, pets or friends) (H5)

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Year 2	<p>Rights & Responsibilities How can we help?</p> <ul style="list-style-type: none"> Discuss opportunities on how they can contribute to the life of the classroom and school (School, eco, sports council, house captain) (L1) Discuss group and class rules and why they are important- understanding how these rules help them (Behaviour expectations) (L2) Respecting the needs of ourselves and others (L3) What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy (local walk around Buckshaw) (L5) What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (H16) 	<p>How can we keep safe in different places?</p> <ul style="list-style-type: none"> Aware of the people who work in their community (L10) How to get their help, including in an emergency (dialling 999) (L10) The rules for keeping physically and emotionally safe (online, cycle, rail, water, fire and in the environment) (H12) How to ask for help if they are worried about something (H14) Recognise their own responsibilities of keeping safe and others (not needed to keep secrets) (H15) <p>Anti-Bullying -KS1</p> <ul style="list-style-type: none"> Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12) The different types of teasing and bullying, understand that these are wrong and unacceptable (R13) Who to tell and how to get help if they experience of witness it and strategies to resist (R14) 	<p>Healthy Lifestyles How can we be healthy?</p> <ul style="list-style-type: none"> How to live a healthy lifestyle – including physical activity, rest, healthy eating and dental health (H1) To recognise what they like and dislike and to recognise that choices can have good and not so good consequences (H2) The importance of, and how to, maintain personal hygiene (H6) That household products, including medicines, can be harmful if not used correctly (H11) How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7) 	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> To recognise what they are good at and set simple goals (H3) About growing, changing and becoming more independent (H8, H9) The correct names for the main parts of the body of boys and girls (H10) The importance of respect for differences and similarities between people (R8) The groups and communities that they belong to such as family and school (L4) 	<p>Money How do we Show our feelings?</p> <ul style="list-style-type: none"> The role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7) About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (H4) Change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5) To communicate their feelings to others, to recognise how others show feelings and how to respond (R1) 	<p>Healthy Relationships Feelings & Emotions</p> <ul style="list-style-type: none"> The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (R3) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10) To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (R13) About people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13) To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15)

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Year 3	<p>What are the rules that keep us safe?</p> <ul style="list-style-type: none"> To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8) The importance of school rules for health and safety (H15) That simple hygiene routines can prevent the spread of bacteria and viruses (H12) Strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety) (H21) About people who help them stay healthy and safe (H23) The difference between acceptable and unacceptable physical contact (R8) How to respond to unacceptable physical contact (R8) The concept of keeping something confidential or secret and when they should or should not agree to keeping a secret (R9) 	<p>Taking care of the Environment Money</p> <ul style="list-style-type: none"> What is meant by the word enterprise and the skills (L16) Understanding clear responsibilities being a pupil of Trinity School, at home, in the community and the environment (L7) How actions can affect ourselves and others (R7) <p>Anti-Bullying – KS2 How to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media) (R19)</p>	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> What positively and negatively affects their physical, mental and emotional health (H1) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2) To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3) 	<p>Growing and Changing What jobs would we like?</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (H5) To work collaboratively towards shared goals (R11) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6) 	<p>Valuing Difference</p> <ul style="list-style-type: none"> To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view (R10) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18) 	<p>Feelings & Emotions How we can describe our feelings?</p> <ul style="list-style-type: none"> About a wider range of feelings, both good and not so good (R1) That people can experience conflicting feelings at the same time (H7) About describing their feelings to others (H6) The kinds of change that happen in life and the feelings associated with this, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8) To recognise a wider range of feelings in others (R1) Responding to how others are feeling (R1)

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Year 4	<p>Rights & Responsibilities What is diversity?</p> <ul style="list-style-type: none"> To appreciate difference and diversity (people living in the UK) (L11) The values and customs of people around the world (L12) What is meant by 'stereotypes' (R16) 	<p>Healthy Relationships How can we be a good friend?</p> <ul style="list-style-type: none"> To recognise a wider range of feelings in others (R1) To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2) To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12) Resolving differences – agreeing and disagreeing (L8) <p>Anti-Bullying – KS2 How to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media) (R19)</p>	<p>Healthy Lifestyles Keeping Safe</p> <ul style="list-style-type: none"> To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3) What is meant by the term 'habit' and why habits can be hard to change (H16) School rules about health and safety, basic emergency aid procedures, where and how to get help (H15) How the spread of infection can be prevented (H12) About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23) 	<p>Growing & Changing How do we grow and change?</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (H5) How to further describe the range and intensity of their feelings to others and how to manage complex or conflicting emotions (H7) About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement, and their emotions may, change as they approach and move through puberty (H8) 	<p>Valuing Difference</p> <ul style="list-style-type: none"> How to listen and respond respectfully to a wide range of people (R10) About sharing their points of view and to feel confident to raise their own concerns. (R10) To recognise and care about others feelings (R10) 	<p>Healthy Relationship Feelings & Emotions</p> <ul style="list-style-type: none"> What constitutes a positive, healthy relationship (R2) The skills to form and maintain positive and healthy relationships (R2) To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4) To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback (R12) To recognise and manage 'dares' (R15)

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Year 5	Rights and Responsibilities What makes a community What does discrimination mean?	How can we be safe online and using social media? (5 lessons)	What choices help health?	What makes us enterprising? (2 lessons) How can we manage our money? (3 lessons)	How can we keep safe in our local area? Bikeability	How can we keep safe in our local area?
	<p><u>Pupils learn: - Community</u></p> <ul style="list-style-type: none"> • What it means to be a part of a community (L9) • The different groups / individuals that support the local community (L10) • The role of voluntary, community and pressure groups (L10) • To appreciate the range of national, regional, religious and ethnic identities in the UK (L11) • The lives, values and customs of people (L12) • That their actions affect themselves and others (R7) <p><u>Pupils learn: - Discrimination</u></p> <ul style="list-style-type: none"> • How actions can affect ourselves and others (R18) • About discrimination, teasing, bullying and aggressive behaviour and its effect on others (R18) • The factors that make people the same or different, between people (R13) • To recognise and challenge 'stereotypes' (R16) • The correct use of the terms sex, gender identity and sexual orientation living in other places (R17) 	<ul style="list-style-type: none"> • How to keep safe and well when using a mobile phone (H4) • The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) (H24) • The strategies for managing personal safety – online (H25) • What to consider before sharing pictures of themselves and others online (R21) • The importance of keeping personal boundaries and the right to privacy (L17) • Understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18) <p><u>Anti-Bullying- Upper KS2</u></p> <ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling', how to respond and ask for help) (R14) 	<ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health (H1) • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2) • What is meant by a habit (H16) • How habits can be hard to change (H16) • About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) (H17) • About people who help them stay healthy and safe (H23) • How actions can affect ourselves and others (H23) 	<p><u>Pupils learn: - Enterprising</u></p> <ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (Growth Mindset) (H5) • How having high aspirations can support personal achievements (R11) • What it takes to set up an enterprise (L16) • What enterprise means for work and society (L16) <p><u>Pupils learn – Money</u></p> <ul style="list-style-type: none"> • About the role of money (L13) • Ways of managing money (budgeting and saving) (L13) • About being a critical consumer (L13) 	<ul style="list-style-type: none"> • To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9) • To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Local walk around Buckshaw Village) (H10) • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11) • Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (H21) 	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13)</p> <p>H14. To recognise when they need help and to develop the skills to ask for help</p> <p>To identify the people who help them stay healthy and safe (H23)</p> <p>How actions can affect ourselves and others (R7)</p> <p>To recognise and manage 'dares' (R15)</p>

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Year 6	<p>Rights & Responsibilities What are human rights?</p> <ul style="list-style-type: none"> • Why and how laws are rules and laws are made (L2) • How to take part in making and changing rules (L2) • The importance of human rights (and the Rights of the Child) (L3) • About the UN declaration on the Rights of the Child (L3) • The right they have to protect their body (L4) • That harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights (L5) • Human rights overrule any beliefs, ideas or practices that harm others (L5) • That female genital mutilation (FGM) is physical abuse and is illegal (L5) • The importance of speaking out about FGM (L5) • That to force anyone into marriage (forced marriage) is illegal (R20) • The importance speaking out about forced marriage (R20) • about confidentiality (R9) • about times when it appropriate and necessary to break a confidence (R9) 	<p>How can money affect us?</p> <ul style="list-style-type: none"> • How finance plays an important part in people's lives (L13) • About being a critical consumer (L13) • About what is meant by 'interest', 'loan', 'debt' (L14) • The importance of looking after money, including managing loans and debts (L14) • That people pay 'tax' to contribute to society (L14) • How resources are allocated and the effect this has on individuals, communities and the environment (L15) • To research, discuss and debate issues concerning health and wellbeing (L1) 	<p>How can we stay healthy?</p> <ul style="list-style-type: none"> • What positively and negatively affects health and wellbeing (including mental and emotional health) (H1) • How to make informed choices that contribute to a 'balanced lifestyle' (H2) • Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17) • Who is responsible for their health and wellbeing (H23) • Where to get help advice and support (H23) 	<p>How can we manage risk?</p> <ul style="list-style-type: none"> • Who to talk to if they feel uncomfortable or are concerned by such a request (H25) • How to handle, challenge or respond to anti-social or aggressive behaviours (L6) • what to consider before sharing pictures of themselves and others online (H22) • Strategies for managing personal safety – online (H22) • To develop strategies for getting support for themselves or for others at risk (H25) • That their actions affect themselves and others (R7) 	<p>What makes a healthy and happy relationship?</p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2) • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3) • The different types of relationships (friends, families, couples, marriage, civil partnership) (R4) 	<p>What makes a healthy and happy relationship?</p> <ul style="list-style-type: none"> • About committed loving relationships (including marriage and civil partnership) (R5) • That marriage, arranged marriage and civil partnership is between two people who willingly agree (R19) • To learn about human reproduction and puberty (H19)