

PSHE Creative Curriculum 2017-2018					
		Autumn	Spring	Summer	
Key Stage 1	Year 1	Relationships	Health and wellbeing	Living in the wider world	KS1 Spring Term Performance
		<ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To communicate their feelings to others, to recognise how others show feelings and respond • That bullying is wrong and unacceptable, if they experience or witness it, whom to go to and how to get help • To identify and respect the differences and similarities between people • To understand the importance of listening to one another and playing and working cooperatively • To identify their special people (family, friends, carers) and how special people should care for each other 	<ul style="list-style-type: none"> • What constitutes a healthy lifestyle, including physical activity and healthy eating • The importance of maintaining dental health • The importance of and how to maintain personal hygiene • About the process of growing from young to old and how people's needs change • About good and not so good feelings, a vocabulary to describe feelings to others and simple strategies for managing feelings • About people who look after them, family networks and who to go to if they are worried 	<ul style="list-style-type: none"> • How to contribute to the life of the classroom • That they belong to various groups and communities such as family and school • What improves and harms their local environments and about some of the ways people look after them • That people and other living things have needs and they have responsibilities to meet them • About the role money plays in their lives, choices about spending money • That money comes from different sources, including spending and saving • Ways in which they are unique • About the special people in the community who look after them, how to contact them calling 999 	

	Year 2	<p style="text-align: center;">Health and wellbeing</p> <ul style="list-style-type: none"> • To agree and follow rules for their group and classroom, and understand how rules help them • To make simple choices that improve their health and wellbeing • To maintain personal hygiene • How some diseases spread and can be controlled • To learn that all household products, including medicines, can be harmful if not used properly • Rules for, and ways of, keeping safe, and about people who can help them to stay safe • About managing change, including transition and loss 	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • To identify and respect the differences and similarities between people • To develop relationships through work and play • To take part in discussions with one other person and the whole class • Recognise what is fair and unfair, kind and unkind, what is right and wrong • That they belong to various groups and communities • What is meant by 'privacy', their own right to privacy and respecting others' privacy • To recognise different types of teasing or bullying • Strategies to deal with different types of teasing or bullying 	<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • To consider social and moral dilemmas that they come across in everyday life, e.g. simple environmental issues. What improves and harms local environments • To realise that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns) • To know what improves and harms their local, natural and built environments and about some of the ways people look after them – what happens to rubbish from our homes • To contribute to the life of the class and school – charity events • How money plays an important part in people's lives • An understanding of enterprise • Ways in which we are the same as others, what we have in common 	
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		Autumn	Spring	Summer	
Key Stage 2	Year 3	<p>Relationships</p> <ul style="list-style-type: none"> • Understanding the importance of rules in our school, community and nation • Respecting other people’s feelings and being with others in the community, e.g. antisocial behaviour, racism, bullying • To develop the skills to maintain positive and healthy relationships • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, religious and disability • To realise the consequences of antisocial and aggressive behaviours such as bullying and discrimination • To recognise and challenge stereotypes 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Understand that healthy bodies need both a balanced diet and regular exercise and begin to make informed choices • To understand what foods are part of different food groups and the benefits of eating a balanced diet • To understand which, why and how drugs and alcohol could damage their immediate and future health and safety • School rules about health and safety, basic emergency aid procedures, where and how to get help • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves 	<p>Living in the wider world</p> <ul style="list-style-type: none"> • To understand the importance of protecting the environment • Understand there are different kinds of responsibilities, rights and duties at home, at school, and towards the environment • What being part of a community means and about the varied institutions that support communities locally and nationally • To consider the vast number of creatures that live on our planet • Why and how rules and laws that protect themselves and other are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 	KS2 Summer Performance

	Year 4	<p style="text-align: center;">Health and wellbeing</p> <ul style="list-style-type: none"> • Understanding the importance of rules in our school, community and nation • What positively and negatively affects their physical, mental and emotional health (including the media) • To reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals • To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • To differentiate between the terms, 'risk, 'danger' and 'hazard' • The importance of protecting personal information, including passwords, addresses and images 	<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • To understand the meaning of the term 'global warming' and 'climate change' and to realise key facts behind both issues • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • To understand the difference between democracy and dictatorship • To recognise what constitutes a positive, healthy relationship • That their actions affect themselves and others • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To work collaboratively towards shared goals 	
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	Year 5	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • To understand that their actions affect themselves and others • To judge what kind of physical contact is acceptable or unacceptable and how to respond • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give support to benefit others as well as themselves • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, how to respond and ask for help) • To recognise and challenge stereotypes 	<p style="text-align: center;">Health and wellbeing</p> <ul style="list-style-type: none"> • To understand what makes a healthy lifestyle, including exercise, eating, hygiene and mental illness • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and how to manage them • Strategies for keeping physically and emotionally safe including online (social media, computing) • About people who are responsible for helping them stay healthy and safe and ways they can help these people • How their body will change as they approach and move through puberty (see science curriculum) • The responsible use of mobile phones 	<p style="text-align: center;">Living in the wider world:</p> <ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at home, in the community and towards the environment • About the role money plays in their own and other people's lives, including how to manage their money and about being a critical customer • Understand that resources can be allocated in different ways and these economic choices affect individuals, communities and the environment • About enterprise and the skills that make someone 'enterprising' • To understand what careers are available and how important it is to contribute to society 	
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	Year 6	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • To judge what kind of physical contact is acceptable or unacceptable and how to respond • The concept of ‘keeping confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ • To recognise and manage ‘dares’ • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age and disability • To understand personal boundaries; identify what they are willing to share and that we all have rights to privacy 	<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (e.g. their contribution to society through the payment of VAT) • To explore and critique how the media present information • How and why rules and laws that protect themselves 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 think about the lives of people living in other places and people with different values and customs • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To critically examine what is presented to them on social media, understand the importance of being careful what they forward to others 	<p style="text-align: center;">Health and wellbeing</p> <ul style="list-style-type: none"> • 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 • About change, including transitions, loss, separation, divorce and bereavement • To recognise their increasing independence brings increased responsibility to keep themselves and others safe • To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous or unhealthy that makes them uncomfortable or they believe to be wrong • About human reproduction including conception • The importance of protecting personal information, including passwords, addresses and images • How to manage requests for images of themselves, what is appropriate to share and what to do if they are uncomfortable 	
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