Christleton Primary School
Personal, Social, Health, Citizenship Educaiton (PSHCE)

Curriculum Design

Look up

Look out

Look beyond

Curriculum Delivery

Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.

Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.

Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.
The children are able to communicate their learning to others via a variety of means.

Year 1

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
☐ To begin to understand what PSHE education is and how we can learn effectively in these lessons. ☐ To understand that families look after us. ☐ To begin to understand the importance and characteristics of positive friendships. ☐ **To recognise how others show feelings and how to respond.** ☐ To begin to understand how friendships can make us feel. ☐ To begin to understand that friendships can have problems but we can overcome them ☐ To begin to understand that being friendly to others makes them feel welcome and included. ☐ **To begin to understand what is meant by a stereotype.**	☐ **To recognise and celebrate their strengths and set simple but challenging goals.** ☐ **To understand the benefits of physical activity and rest.** ☐ To know how to relax in different ways. ☐ To begin to understand how germs are spread and how we can stop them spreading. ☐ To begin to understand the risks associated with the sun. ☐ To begin to understand allergies. ☐ To understand that there are people in the local community who help to keep us healthy	☐ To understand what to do if you get lost. ☐ **To know what is an emergency and how to make a phone call if needed.** ☐ **To begin to understand the difference between acceptable and unacceptable physical contact.** ☐ **To begin to understand what is safe to put into or onto our bodies.** ☐ To understand that there are dangers at home and how these can be avoided. ☐ To understand that there are people in the local community who help to keep us safe.

Economic Wellbeing	Citizenship
☐ **To understand what money is and where it comes from.** ☐ To understand how to keep cash safe. ☐ To understand the benefits of banks and building societies. ☐ To begin to understand that people make different choices about spending and saving money. ☐ To understand some of the jobs that exist in my school.	☐ **To begin to understand the importance of rules.** ☐ To understand that animals have different needs and how to care for them. ☐ To begin to understand the needs of babies and young children. ☐ **To begin to recognise ways in which we are the same and different to other people.** ☐ To understand the range of groups people belong to. ☐ To begin to understand how democracy works.

Vocabulary
Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy

Year 2

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
☐ To recap effective learning in PSHE education and how we can help everyone to learn in these lessons ☐ To begin to understand the role of the family in their lives. ☐ **To begin to understand the range of families they may encounter now and in the future.** ☐ **To recognise how others show feelings in different ways and how to respond.** ☐ To begin to understand that some friendships might make us feel unhappy and how to deal with this. ☐ To begin to understand the conventions of courtesy and manners. ☐ To begin to understand how loss and change can affect us. ☐ **To develop an understanding of stereotypes and how these might affect job/career choices.**	☐ **To describe a range of feelings and develop simple strategies for managing them.** ☐ To understand the benefits of physical activity. ☐ To use breathing exercises to relax. ☐ To understand their strengths and set themselves achievable goals. ☐ **To identify strategies to help overcome barriers or manage difficult emotions.** ☐ **To understand what it means to have a healthy diet.** ☐ To understand ways of looking after our teeth.	☐ **To understand how to stay safe when using the internet.** ☐ To begin to understand the difference between secrets and surprises. ☐ **To begin to understand the concept of privacy and the correct vocabulary for body parts.** ☐ **To understand safe and unsafe touches.** ☐ **To know my body is important and belongs to me.** ☐ To understand ways to keep safe on and near roads. ☐ To understand ways to keep safe on and near roads. ☐ To begin to understand how to stay safe with medicines.

Economic Wellbeing	Citizenship
☐ **To understand where money comes from.** ☐ To begin to understand the difference between wants and needs. ☐ To understand how saving can help us to buy the things we want. ☐ To understand that banks look after money and the benefits of bank accounts. ☐ **To understand that skills and interests will help someone decide what job to do**	☐ **To understand the importance of rules.** ☐ To understand ways to look after the school environment. ☐ To recognise the role people play in looking after the environment. ☐ To begin to understand the roles people have in the community. ☐ **To recognise similarities and differences between people in the local community.** ☐ **To begin to understand how democracy works in school.** ☐ To understand ways to share an opinion.

Vocabulary
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Year 3

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
To recap what the subject of PSHE is and how we can help everyone to learn in these lessons. **To understand that families love and support each other but sometimes problems can occur and help is available if needed.** To understand that friendships have ups and downs and that problems can be resolved. **To begin to understand the impact of bullying.** To listen and communicate effectively. To understand why trust is an important part of positive relationships. **To begin to understand the differences between people and why it is important to respect these differences.** To recognise that stereotypes are present in everyday life. To recognise that stereotypes exist based on a number of factors.	**To understand and plan for a healthy lifestyle including physical activity, rest and diet.** To perform a range of relaxation stretches. To understand the different aspects of my identity. To identify my own strengths and begin to see how they can affect others. To break down barriers into smaller, achievable goals. **To recognise when to give consent.** To understand the benefits of healthy eating and dental health.	**To understand the role I can take in an emergency situation.** To understand how to help if someone has been stung or bitten. To understand the importance of being kind online and what this looks like. **To understand that cyberbullying involves being unkind online**. To understand that not all emails are genuine. To understand the choices people can make and those which are made by others. **To begin to recognise who and what can influence our decisions. Knowing how we can make sure we are making the right decision for ourselves.** To develop an understanding of safety on or near roads.

Economic Wellbeing	Citizenship
To understand the different ways to pay for things and why people might choose them. **To understand how to put together a budget.** To recognise that money has an impact on how we feel. To begin to recognise how ethics can influence our spending decisions. To understand that there are a range of jobs available and to think about what job they might want to do. **To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.**	**To begin to understand the UN convention on the rights of the child.** To understand the responsibilities of both children and adults to help all children benefit from their rights. To understand the environmental benefits of recycling. To understand the groups which make up the community. To understand that charities care for others and how people can support them. **To begin to understand how democracy works in the local area.** **To understand why we have rules and the consequences of breaking rules at school and home.**

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Year 4

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
☐ Recaping learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons ☐ To develop understanding of courtesy and manners in a range of situations. ☐ **To begin to understand the physical and emotional boundaries in friendships.** ☐ To understand that my behaviour can have an impact on others. ☐ **To understand the impact of bullying and the responsibility of bystanders to help.** ☐ To explore stereotypes in fictional characters and think about how these might influence us. ☐ **To recognise that stereotypes can relate to a number of factors.** ☐ To begin to understand that families are very varied, in this country and across the world. ☐ To explore how we can help following a bereavement.	☐ To understand how we can look after our teeth. ☐ To understand what relaxation feels like. ☐ **To develop a growth mindset and understand that mistakes are useful**. ☐ To identify my own strengths and begin to see how they can affect others. ☐ To identify what's important to me and to take responsibility for my own happiness. ☐ To understand a range of emotions. ☐ **To begin to understand what mental health is and who can help if I need it.**	☐ To understand that age restrictions are designed to protect us. ☐ To understand the benefits and risks of sharing material online. ☐ To understand how to help someone with asthma. ☐ **To develop understanding of privacy and the difference between secrets and surprises.** ☐ To understand that not all information on search engines is valuable. ☐ To recognise that change is part of growing up. ☐ To recognise the physical differences between children and adults. ☐ To begin to understand the risks of smoking and the benefits of being a non smoker.

Economic Wellbeing	Citizenship
☐ To begin to understand what makes something good value for money. ☐ **To begin to understand the importance of keeping track of money**. ☐ To understand ways money can be lost and how this makes people feel. ☐ **To understand that people's decisions about their careers can be influenced by a variety of things.** ☐ To understand that many people will have more than one job or career.	☐ **To begin to understand the Human Rights convention.** ☐ To understand how reusing items benefits the environment. ☐ To understand the role of groups in the wider community. ☐ To understand the contribution groups make to a community. ☐ **To understand the value of diversity in a community.** ☐ To develop an understanding of the role of local government.

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Year 5

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
□ To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons. □ To understand how to form and maintain positive relationships □ To explore the ups and downs of friendships □ To understand the concept of marriage. □ **To begin to understand the concept of self-respect.** □ **To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.** □ To understand more about bullying and how to get help. □ To recognise how attitudes to gender have changed over time. □ **To explore the impact of stereotypes and how they can lead to discrimination.**	□ To use yoga poses and breathing to relax. □ To understand the benefits of sleep. □ **To understand the purpose of failure.** □ To learn how to set short-term, medium-term and long-term goals. □ **To use vocabulary to describe their feelings and take responsibility for them.** □ To understand and be able to plan healthy meals. □ To understand risks associated with the sun and how these can be avoided.	□ To begin understand some issues related to online friendships including the impact of their actions. □ **To learn about staying safe online.** □ **To understand physical changes during puberty.** □ To understand the menstrual cycle. □ **To understand emotional changes during puberty.** □ To understand how to help someone who is bleeding. □ To begin to understand the influence others have on us and how we can make our own decisions.

Economic Wellbeing	Citizenship
□ To understand that a loan can be a way to pay for things but that it needs to be repaid. □ To understand income and expenditure and how to track money. □ **To understand some risks associated with money.** □ To understand how to put together a weekly budget. □ **To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.**	□ **To begin to understand what happens when the law is broken.** □ To explore the links between rights and responsibilities. □ To understand how reducing our use of materials and energy will help the environment. □ To understand how we recognise and value the contribution people make to the community. □ **To recognise the role of pressure groups.** □ To begin to understand how parliament works.

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Year 6

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons. To understand what we mean by respect and why it is important. **To understand that respect is two-way and how we treat others is how we can expect to be treated.** **To explore other people's attitudes and ideas and to begin to challenge these.** To understand stereotypes and be able to share information on them. **To resolve disputes and conflict through negotiation and compromise.** To begin to understand the process and emotions relating to grief.	To identify long term goals and how to work towards them. **To use mindfulness to manage emotions.** To understand and plan for a healthy lifestyle. **To understand the potential impact of technology on physical and mental health.** To reflect on skills they have developed to identify and respond to difficult situations. To understand ways that we help prevent ourselves and others becoming ill. To understand how habits can be good or bad for our health. To understand what happens when we are ill and begin to understand when to seek support.	To begin to understand the risks of alcohol. **To start to become a discerning consumer of information online.** To understand that online relationships should be treated in the same way as face to face relationships. **To understand the changes that happen during puberty.** **To understand the biology of conception.** To understand the development of the baby during pregnancy. To understand how to help someone who is choking. To understand how to help someone who is unresponsive.
		Identity
		To understand what factors contribute to identity. **To understand that the media manipulates images.**

Economic Wellbeing	Citizenship
To understand attitudes and feelings around money. To understand how to keep money in bank accounts safe. **To begin to understand the risks associated with gambling.** To understand the range of jobs people might do. **To understand the different routes available into careers.**	**To understand human rights, including the right to education.** To understand some environmental issues relating to food and food production. To understand how to show care and concern for others. **To recognise prejudice and discrimination and learn how this can be challenged.** **To understand diversity and the value different people bring to a community.** To understand how government works.

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