Halsall St Cuthbert’s CE Primary School

PSHE Curriculum Overview

Curriculum Intent

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| Early Years Foundation Stage (Reception) |
| **Please see Class L page for more information about Personal, Social and Emotional Development in the EYFS (Self-regulation, managing self and building relationships)** |

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| Key Stage 1 PSHE |
| Year  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | What is the same and different about us?Christian values: friendshipBritish values: respect• what they like/dislike and are good at• what makes them special and how everyone has differentstrengths -The parable of the lost sheep – everyone is important• how their personal features or qualities are unique to them• how they are similar or different to others, and what they havein common• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private | Who is special to us?Christian values: thankfulness, respectBritish values: tolerance• that family is one of the groups they belong to, as well as, for example, school, friends, clubs• about the different people in their family / those that love andcare for them• what their family members, or people that are special to them,do to make them feel loved and cared for• how families are all different but share common features – what is the same and different about them• about different features of family life, including what families do / enjoy together• that it is important to tell someone if something about their family makes them feel unhappy or worried | What helps us to stay healthy?Christian values: responsibility, perseveranceBritish values: liberty• what being healthy means and who helps help them to stayhealthy (e.g. parent, dentist, doctor)• that things people put into or onto their bodies can affect howthey feel• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy• why hygiene is important and how simple hygiene routines can stop germs from being passed on• what they can do to take care of themselves on a daily basis,e.g. brushing teeth and hair, hand washing | What jobs do people do?Christian values: service, trustBritish values: democracy, liberty• that people have different jobs• that people get paid money to do those jobs and that is how they can pay for things• that people keep their money in banks• that you can choose to save your money or spend it or give some to good causes / charity• that people use money in different ways – online, phones, cards and cash | Who helps us to stay safe?Christian values: courage, generosity, courageBritish values: law• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say• how to respond safely to adults they don’t know• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard• how to get help if there is an accident and someone is hurt,including how to dial 999 in an emergency and what to say | How can we look after each other and the world?Christian values: service, responsibilityBritish values: respect• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively• the responsibilities they have in and out of the classroom• how people and animals need to be looked after and cared for• what can harm the local and global environment; how they and others can help care for it• how people grow and change and how people’s needs changeas they grow from young to old• how to manage change when moving to a new class/year group |
| 2 | What makes a good friend?Christian values: friendshipBritish values: respect• how to make friends with others• how to recognise when they feel lonely and what they could do about it• how people behave when they are being friendly and what makes a good friend• how to resolve arguments that can occur in friendships• how to ask for help if a friendship is making them unhappyLink to Jesus’ friendship with the disciples | What is bullying?Christian values: compassion, British values: tolerance• how words and actions can affect how people feel• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe• why name-calling, hurtful teasing, bulling and deliberatelyexcluding others is unacceptable• how to respond if this happens in different situations• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so | What jobs do people do?Christian values: service British values: liberty, democracy• how jobs help people earn money to pay for things they need and want• about a range of different jobs, including those done by peoplethey know or people who work in their community• how people have different strengths and interests that enable them to do different jobs• how people use the internet and digital devices in their jobs and everyday life | What helps us to stay safe?Christian values: respect, responsibilityBritish values: law• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)• how to resist pressure to do something that makes them feelunsafe or uncomfortable, including keeping secrets• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them | What helps us to grow and stay healthy?Christian values: responsibilityBritish values: liberty• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest• that eating and drinking too much sugar can affect their health,including dental health• how to be physically active and how much rest and sleep theyshould have everyday• that there are different ways to learn and play; how to know when to take a break from screen-time• how sunshine helps bodies to grow and how to keep safe and well in the sun | How do we recognise our feelings?Christian values: perseveranceBritish values: respect• how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it |

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| Key Stage 2 PSHE |
| Year  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 3 | How can we be a good friend?Christian values: friendship, compassion, forgivenessBritish values: respect**.** how friendships support wellbeing and the importance ofseeking support if feeling lonely or excluded• how to recognise if others are feeling lonely and excluded andstrategies to include them• how to build good friendships, including identifying qualitiesthat contribute to positive friendships• that friendships sometimes have difficulties, and how tomanage when there is a problem or an argument between friends, resolve disputes and reconcile differences• how to recognise if a friendship is making them unhappy, feeluncomfortable or unsafe and how to ask for supportThe Prodigal son – the importance of forgiveness | What keeps us safe?Christian values: respect, courageBritish values: liberty• how to recognise hazards that may cause harm or injury andwhat they should do to reduce risk and keep themselves safe• how to help keep their body protected and safe, e.g. wearing aseatbelt, protective clothing and stabilizers• that their body belongs to them and should not be hurt ortouched without their permission; what to do and who to tell if they feel uncomfortable• how to recognise and respond to pressure to do something thatmakes them feel unsafe or uncomfortable (including online)• how everyday health and hygiene rules and routines helppeople stay safe and healthy (including how to manage theuse of medicines, such as for allergies and asthma, and otherhousehold products, responsibly)• how to react and respond if there is an accident and how todeal with minor injuries e.g. scratches, grazes, burns• what to do in an emergency, including calling for help andspeaking to the emergency services | What are families like?Christian values: respect, serviceBritish values: respect, tolerance• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays• how people within families should care for each other and the different ways they demonstrate this• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe | What makes a community?Christian values: respect, friendship, British values: tolerance, respect• how they belong to different groups and communities, e.g.friendship, faith, clubs, classes/year groups• what is meant by a diverse community; how different groupsmake up the wider/local community around the school• how the community helps everyone to feel included and valuesthe different contributions that people make• how to be respectful towards people who may live differently tothem | Why should we eat well and look after our teeth?Christian values: compassionBritish values: respect • how to eat a healthy diet and the benefits of nutritionally richfoods• how to maintain good oral hygiene (including regular brushingand flossing) and the importance of regular visits to the dentist• how not eating a balanced diet can affect health, including theimpact of too much sugar/acidic drinks on dental health• how people make choices about what to eat and drink,including who or what influences these• how, when and where to ask for advice and help about healthyeating and dental care | Why should we keep active and sleep well?Christian values: compassionBritish values: respect• how regular physical activity benefits bodies and feelings• how to be active on a daily and weekly basis - how to balancetime online with other activities• how to make choices about physical activity, including what andwho influences decisions• how the lack of physical activity can affect health and wellbeing• how lack of sleep can affect the body and mood and simpleroutines that support good quality sleep• how to seek support in relation to physical activity, sleep andrest and who to talk to if they are worried |
| 4 | What strengths, skills and interests do we have?Christian values: courage, respectBritish values: liberty• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinkingThe parable of the talents – we should be proud of who we are and use our talents for good | How do we treat each other with respect?Christian values: respectBritish values: respect, democracy• how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concernsThe parable of the Lost Sheep – everyone is important in our world | How can we manage our feelings?Christian Values: compassionBritish values: respect• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways: anger, frustration,• how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others’ feelings**.** The importance of forgiveness – The parable of the unforgiving servant | How will we grow and change?Christian values: perseverance British values: tolerance• how growing up can affect emotions and feelings • how personal hygiene routines change • how to ask for advice and support about growing and changing• how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal  » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun  » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep  | How can our choices make a difference to others and the environment?Christian values: respect, serviceBritish values: respect• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate wayThe parable of the mustard seed – even small things can have a big impact! | How can we manage risk in different places?Christian values: respectBritish values: law• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence • how people’s online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the lawThe parable of the wise and foolish builders – make the right choices |
| 5 | What makes a person’s identity?Christian values: respectBritish values: respect, law• how to recognise and respect similarities and differences between people. Some people have physical, behavioural and educational differences. • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others | How can we play our part in our community?Christian values: service, compassionBritish values: tolerance, respect* What communities do we belong to?
* Who’s who in our Church community? Halsall community? What roles do they play?
* What does it mean to have responsibility?
* What is a bystander and what can we do when we see something we know is wrong?
* How can we make sure our community is welcoming and inclusive?
* Are there any community projects we can take part in?
* The parable of the sheep and the goats – make good choices and help people when you can
 | How can we help in an emergency or accident?Christian values: compassion, serviceBritish values: respect• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services | How can friends communicate safely?Christian values: friendship, British values: law• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety | How can drugs common to everyday life affect health?Christian values: responsibilityBritish values: law• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs | How can we stay healthy both physically and mentally?Christian values: responsibilityBritish values: respect• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs can affect health and how to manage situations involving them • how to spot signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • How to maintain a healthy mindset, mindfulness, relaxation, etc**.** How our bodies change with puberty. |
| 6 | How can we stay safe online?Christian values: respect, friendship, courageBritish values: tolerance, law, respect• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety**.** Using online payments – robucks, gaming credits, gambling | How can the media influence people?Christian values: respect, courageBritish values: tolerance, respect, law• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this. Positive body images. • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue | What does “diversity” mean?Christian values: justice, respect, serviceBritish values: law, liberty, respect, tolerance* To recognise that society is made up of a huge variety of peoples and that this is something to be respected and celebrated
* How prejudice and discrimination can affect people and communities
* How we have a Christian obligation to care for and support everyone. Link to the Parable of the Good Samaritan.
 | What jobs would we like? What decisions can we make with money?Christian values: service, generosity, thankfulnessBritish values: liberty, lawLink to STEM careers talks• how jobs help people earn money to pay for things they need and want • about a range of different jobs • how people have different strengths and interests that enable them to do different jobs**.** how to challenge stereotypes associated with careers• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions**.** the risks of online purchases and payments | How do friendships change as we grow?Christian values: forgiveness, friendshipBritish values: tolerance, law, liberty, respect• that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • how puberty relates to growing from childhood to adulthood – female changes and male changes • about the reproductive organs and process - how babies are conceived and born• how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this | What will high school be like?Christian values: truthfulness, perseverance, compassionBritish values: liberty, respect* To spend some time researching our new schools
* To discuss how friendships will grow and change
* About the variety of lessons and afterschool clubs, and the challenges and opportunities this brings
* Responsibility and organisation – packing bags, having equipment, managing homework.
* Peer pressures they may face: online challenges, bullying, vaping, drugs, sharing images.
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