



# Salterford House School PSHE Curriculum Overview



## **About Personal, Social, Health Education**

At Salterford House, relationships education is delivered as part of the PSHE curriculum. All children in Years One to Six receive weekly PSHE lessons which are planned and delivered in accordance with age-specific curricular expectations and the new relationships education statutory guidance which was introduced by the DfE in 2020. The guidance applies to all schools providing primary education.

The guidance aims to ‘embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’ (DfE, 2019).



The guidance states that, by the end of primary school, pupils should know:

<p><b>Families and people who care for me</b></p> <p><b>School Values:</b> Kind Responsible</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> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p> <p><b>School Values:</b> Kind Respectful Teamwork Resilience</p>	<p>Pupils should know</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> </ul>



	<ul style="list-style-type: none"> <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> <p><b>School Values:</b> <b>Respectful</b> <b>Responsible</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>Being safe</b></p> <p><b>School Values:</b> <b>Responsible</b> <b>Independent</b> <b>Confident</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>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</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> </ul>



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|  | <ul style="list-style-type: none"><li>• where to get advice e.g. family, school and/or other sources.</li></ul> |
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# Year One



## **Planning Overview**

### **Relationships - TEAM**

#### **PSHE and Citizenship | Year 1 | Planning Overview**

##### About the Topic

This unit is inspired by the idea that if a team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices

##### Assessment Statements

All children should be able to...

- show the teams they belong to through cutting out appropriate images;
- follow instructions and create a tower by applying good listening;
- use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others;
- work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.
- Work as a group to sort thoughts given in to helpful and not-so-helpful thought categories.
- Sort images of behaviours in to good and not-so-good choices.

Most children will be able to...

- show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;
- create a picture by using good listening to follow instructions;
- create a chain of kindness by thinking of their own idea of a way to be kind;
- draw or write ways to deal with teasing or bullying behaviour;
- sort thoughts given in to helpful and not-so-helpful thought categories;



- draw a picture to show a time they made a good choice and to write what happened next.

Some children will be able to...

- take part in a discussion of the feelings of being in a team;
- design their own image to then describe to their partner who uses good listening skills to then draw the design; use scenario cards to discuss ways to show kindness in difficult scenarios;
- complete an activity sorting different behaviour into either teasing, bullying or joking behaviour;
- make posters to show helpful thoughts;
- identify the consequences of making good and not-so- good choices.





## **Living in the Wider World Britain** **PSHE and Citizenship | Year 1 | Planning Overview**

### About the Topic

This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

All children will be able to...

- identify groups and communities that they belong to;
- explain how to be a good neighbour;
- pick out things that harm and things that help a neighbourhood;
- describe what it is like to live in Britain;
- identify similarities and differences between British people;
- talk about what makes them feel proud of being British.

Most children will be able to...

- describe how they can help groups and communities they belong to;
- recognise choices can have negative and positive consequences;
- explain some consequences of negative and positive choices;
- talk about why helping their neighbourhood is important;
- describe different aspects of living in Britain;
- give reasons why it is important to have differences;
- identify famous British people, places and events;



- explain what famous British people, places and events tell them about being British.

Some children will be able to...

- talk about the benefits of helping a community;
- describe how other people are affected by choices they make;
- give more detailed reasons why it is important to help their neighbourhood;
- describe how they can make all people feel happy and welcome;
- begin to understand the idea of respect;
- identify that people have different opinions.



## **Relationships - Be Yourself** **PSHE and Citizenship | Year 1 | Planning Overview**

### About the Topic

This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.

Assessment Statements All children should be able to...

- identify their own special traits and qualities;
- identify and name common feelings;
- select times and situations that make them feel happy;
- talk about what makes them feel unhappy or cross;
- explain how change and loss make them feel;
- understand the importance of sharing their thoughts and feelings.

Most children will be able to...

- say what makes them an individual;
- identify feelings from facial expressions and body language;
- talk confidently about what they like that makes them feel happy;
- explain how to manage feelings of anger and sadness;
- describe strategies to explain how change and loss can be dealt with positively;
- understand the importance of sharing their thoughts and feelings respectfully.

Some children will be able to...



- discuss the importance of individuality;
- identify and name a wide range of feelings; explain why their likes make them feel happy; help others manage any uncomfortable feelings they are experiencing;
- reflect on how they can support others going through change and loss;
- think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others.



## **Living in the Wider World - Money Matters** **PSHE and Citizenship | Year 1 | Planning Overview**

### About the Topic

This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.

### Assessment Statements All children should be able to...

- discuss things they can buy in the shops;
- talk about different sources that money can come from;
- identify things they want;
- identify things they need;
- talk about ways we can keep track of what we spend;
- discuss ways they can keep money safe;
- talk about ways they keep their belongings safe.

### Most children will be able to...

- explain ways we can save money;
- identify why it is important to keep money safe;
- explain why it is important to keep our belongings safe;
- discuss ways we can keep track of money we spend.



Some children will be able to...

- identify what influences what we buy;
- talk about prioritising what we buy, thinking about things we need before things we want;
- discuss advertisements and offers that try to influence what we buy;
- talk about the importance of keeping track of what we spend.



## **Health and Wellbeing - Aiming High** **PSHE and Citizenship | Year 1 | Planning Overview**

### About the Topic

In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.

### Assessment Statements

All children should be able to...

- discuss their star qualities;
- identify what a positive learning attitude is;
- talk about jobs they can do when they grow up;
- discuss what skills and interests are needed for different jobs;
- talk about hopes they have for the future;
- discuss what they are looking forward to about next year.

Most children will be able to...

- identify star qualities in others;
- give examples of positive learning attitude statements;
- identify attributes they have that would suit them to a desired job;
- challenge stereotypes;
- discuss their ambitions;
- identify ways next year will be different and explain why they think this.



Some children will be able to...

- explain why a positive learning attitude is helpful;
- explain what steps they can take to achieve future ambitions; explain why stereotypes need to be challenged; identify why routines and responsibilities might change as they go through school.





# Year Two



## **Health and Wellbeing - Think Positive** **PSHE & Citizenship | Year 2 | Planning Overview**

### About the Topic

This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.

### Assessment Statements

All children should be able to...

- identify and discuss feelings and emotions, using simple terms;
- describe things that make them feel happy and unhappy;
- understand that they have a choice about how to react to things that happen;
- talk about personal achievements and goals;
- describe difficult feelings and what might cause these feelings;
- discuss things for which they are thankful;
- focus on an activity, remaining calm and still.

Most children will be able to...

- recognise and describe positive thoughts and negative thoughts;
- think about and discuss the consequences of decisions they make and their actions;
- set goals for themselves and think about how they might achieve them;
- recognise triggers for certain emotions;
- describe ways to show or give thanks for what we have;
- describe what being mindful is.



Some children will be able to...

- identify unhelpful thoughts and understand that our thoughts can affect how we feel;
- develop strategies for dealing with unhelpful thoughts and not-so-good feelings;
- apply the elements of growth mindset towards learning;
- appreciate and explain how being thankful can help make us happier;
- appreciate and explain how being mindful can help make us happier.



## **Living in the Wider World - Respecting Rights** **PSHE and Citizenship | Year 2 | Planning Overview**

### About the Topic

This unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.

### Assessment Statements

All children should be able to...

- know that all people have rights;
- understand that there are people who protect their rights;
- know what to do if they don't feel safe;
- talk about what respect means and how to show it;
- identify ways in which people can be different;
- explain what being fair means;
- recognise that making a positive difference in school is important.

Most children will be able to...

- know what rights are and identify rights that all people share;
- explain how people protect their rights;
- show respect for the rights of others;
- explain how to behave towards someone who is different from them;
- understand why it is important to be fair;



- know how to make a positive difference in school and understand why this is important.

Some children will be able to...

- begin to identify and discuss that not all people's rights are met and the consequences of this;
- consider how they can help protect the rights of others;
- discuss the feelings associated with showing respect and feeling respected;
- encourage others to show respect for differences among people;
- take an active role in making a positive difference in school.



## **Relationships - VIPs** **PSHE and Citizenship | Y2 | Planning Overview**

### About the Topic

This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.

### Assessment Statements

All children should be able to...

- explain who the special people in their lives are;
- talk about the importance of families;
- describe what makes someone a good friend;
- know how to resolve an argument in a positive way;
- know the skills involved in successful cooperation;
- identify a way to show others they care.

Most children will be able to...

- identify who the special people in their lives are and explain why they are important to them;
- explain why having a family network is important;
- know what makes someone a good friend and demonstrate these qualities;
- put positive resolution techniques into practice;
- cooperate with others to complete a task;
- identify several ways to show others they care and understand the importance of doing this.



Some children will be able to...

- discuss why they need VIPs in their lives;
- encourage others to put positive resolution techniques into practice;
- take the lead in demonstrating successful cooperation skills;
- discuss the positive impact of showing others that they are cared for.



## **Living in the Wider World - One World** **PSHE and Citizenship | Year 2 | Planning Overview**

### About the Topic

This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.

### Assessment Statements

All children should be able to...

- talk about special people in their life and say why they are special;
- talk about different homes around the world and identify how they are the same as and different from their own;
- describe what their school is like;
- explain what an environment is;
- explain what natural resources are and identify how people use them;
- say what they love about the world in which they live and describe how they would feel if these things disappeared.

Most children will be able to...

- describe how family life in different countries can be the same as and different from their own;
- think about what children might do in homes around the world;
- describe what it is like to go to school in different countries and identify similarities to and differences from theirs;
- think about how the environment affects people's daily life;
- discuss the environmental problems of the overuse and misuse of natural resources;
- explain why it is important to care for the earth and discuss ways this can be done.





Some children will be able to...

- discuss how they can show love and care for others;
- identify how people should treat each other in their homes to make sure everyone feels safe and happy;
- discuss the importance of going to school;
- identify how they can help meet the needs of people at home and abroad.



## **Health and Wellbeing - Safety First** **PSHE and Citizenship | Year 2 | Planning Overview**

### About the Topic

In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.

### Assessment Statements

All children should be able to...

- identify some every day dangers;
- understand some basic rules that help keep people safe;
- know what to do if they feel in danger;
- identify some dangers in the home;
- identify some dangers outside;
- identify which information they should never share on the Internet;
- know that their private body parts are private;
- recall the number to call in an emergency;
- list some people who can help them stay safe.

Most children will be able to...

- identify ways to stay safe in the home;
- identify a range of dangers outside;
- explain the basics of the green cross code;
- explain why we shouldn't take anyone else's medicine;
- explain what to do if they feel unsafe online;



- explain the difference between good and bad secrets;
- identify their personal ‘trusted adults’.

Some children will be able to...

- explain a range of safety rules and how they keep them safe;
- identify different strategies to use to stay safe in different situations;
- understand that many household substances are poisonous;
- identify different people in different settings who can help them;
- give details about safe and unsafe places to cross the roads;
- understand other risks and dangers we face when we use the Internet.



# Year Three



## **Relationships - TEAM**

### **PSHE and Citizenship | Year 3 | Planning Overview**

#### About the Topic

This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.

#### Assessment Statements

All children should be able to...

- use pictures to express their thoughts, feelings and worries;
- plan and create a role play about a team scenario;
- with support, read clues and work as a team to solve a crime;
- with support, identify a feeling and how it is being expressed;
- show the resolution to a dispute through pictures and with the key words given;
- use a word mat to create a list of 'Pass It On' ideas.

Most children will be able to...

- work with a partner to write down a change that has come with starting in Year 3;
- create a role play about a teams scenario;
- read clues and work as a team to solve a crime;
- identify a feeling and how it is expressed;
- show the resolution to a dispute through pictures;



- create a list of 'Pass It On' ideas.

Some children will be able to...

- discuss why we have worries and concerns at times of change;
- discuss who would benefit in the team scenarios acted out in role play;
- discuss the impact on resolving the crime if one teammate had not read their clue;
- recreate a feelings scenario using a freeze frame;
- explain how a dispute can be resolved using pictures and words;
- analyse how their 'Pass It On' ideas would benefit their team and beyond.



## **Living in the Wider World - Britain**

### **PSHE and Citizenship | Year 3 | Planning Overview**

#### About the Topic

This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society. Assessment Statements

By the end of this unit...

...all children should be able to:

- describe what it is like to live in Britain;
- talk about what democracy is;
- talk about what rules and laws are;
- talk about what liberty means;
- describe a diverse society;
- describe what being British means to them.

...most children will be able to:

- describe the benefits of living in a diverse and multicultural society;
- understand why democracy is important;
- identify how rules and laws help them;
- identify the rights of the British people;
- describe what being British means to others.



some children will be able to:

- show empathy for situations where people are not living in a democracy;
- think in detail about what society would be like without rules and laws;
- explain in detail their own thoughts on human rights;
- discuss with confidence why showing respect and being tolerant of others is important;
- identify how respect of different opinions and ideas to their own can be shown





## **Relationships - Be Yourself** **PSHE and Citizenship | Year 3 | Planning Overview**

### About the Topic

This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.

### Assessment Statements

All children should be able to...

- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
- suggest ways to make things right after a mistake has been made;
- explain that mistakes help them to learn and grow.

Most children will be able  
to...

- explain that how they are feeling on the inside can affect their facial expressions and body language;
- identify their own strengths
- identify and begin to implement strategies to help them cope with uncomfortable feelings;
- begin to demonstrate appropriately assertive behaviour;



- analyse messages given by the media about how they should look, think and behave;
- demonstrate how they are going to make things right after mistakes have been made;
- explain what they have learnt and how they have grown from mistakes they have made.

Some children will be able to...

- discuss how they could use their strengths and achievements to set aspirational goals;
- support others with their internal feelings according to their facial expressions and body language;
- suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing;
- identify if behaviour is aggressive, passive or assertive;
- discuss the impact on others of making amends after a mistake has been made.



## **Living in the Wider World - Money Matters** **PSHE and Citizenship | Year 3 | Planning Overview**

### About the Topic

This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend. Assessment Statements

All children should be able to...

- discuss where money comes from;
- talk about reasons people go to work;
- discuss payment resources we can use to spend money;
- consider why and how people might get in to debt;
- identify things they want and need;
- explain ways we can keep track of what we spend.

Most children will be able to...

- discuss some of the consequences of debt;
- talk about the importance of prioritising our spending;
- discuss advertisements that try to influence what we buy;
- explain why it is important to keep track of what we spend.



Some children will be able to...

- consider how people can try to avoid debt;
- talk about how prioritising can lead to saving money for expenses we might need;
- discuss why advertisements try to influence what we buy;
- identify how keeping track of our spending can help us prioritise and save for other spending that we need to do



## **Health and Wellbeing - Aiming High** **PSHE and Citizenship | Year 3 | Planning Overview**

### About the Topic

In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.

### Assessment Statements

All children should be able to...

- discuss their personal achievements and skills;
- identify what a positive learning attitude is;
- talk about the range of jobs that people do;
- discuss what skills and interests are needed for different jobs;
- talk about jobs they might like to do in the future;
- discuss what skills they might need to do certain jobs.

Most children will be able to...

- identify skills and attributes that are useful in many roles;
- identify elements of a growth mindset;
- identify and challenge stereotypes;
- discuss goals they could set to work towards their ambitions;
- discuss challenges many people face and how some people overcome these.



Some children will be able to...

- understand that our goals can change and explain why this might happen;
- discuss the impact a growth mindset can have on achieving our goals;
- explain the impact of stereotypes and why they need to be challenged;
- identify limitations to achieving goals and discuss how challenges can be overcome.



# Year Four



## **Health and Wellbeing - Think Positive** **PSHE & Citizenship | Year 4 | Planning Overview**

### About the Topic

This unit is designed to build on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.

### Assessment Statements

All children should be able to...

- understand that it is important to look after our mental health;
- recognise and describe a range of positive and negative emotions;
- discuss changes people may experience in their lives and how they might make them feel;
- talk about things that make them happy and help them to stay calm;
- identify uncomfortable emotions and what can cause them;
- discuss the characteristics of a good learner.

Most children will be able to...

- understand that having a positive attitude is good for our mental health;
- understand the causes of negative thoughts;
- identify ways to cope with negative thoughts;
- understand the impact certain changes can have on people and how it can affect them emotionally;
- identify some mindfulness techniques and discuss which they like to use;
- identify strategies to cope with uncomfortable emotions.





Some children will be able to...

- understand the need for our thinking brain to gain control over our feelings brain;
- understand the implications of having negative thoughts and their impact on our actions and behaviour;
- describe mindfulness and why it is helpful in supporting good mental health;
- understand the implications of having a positive attitude towards learning.



## **Living in the Wider World - Respecting Rights** **PSHE and Citizenship | Y4 | Planning Overview**

### About the Topic

This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.

### Assessment Statements

All children should be able to...

- know what human rights are;
- understand that all people share the same rights;
- know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- know why we have rules and how they help us;
- understand that no one should take away our human rights;
- explain what respect means and understand how they can respect the rights of others;
- describe what a stereotype is and understand how stereotypes can be harmful.

Most children will be able to...

- explain what makes human rights universal;
- understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- explain what democracy is and how this relates to rules and human rights;



- know that human rights are not dependent on responsibilities;
- explain what it means to respect the rights of others and understand why this is important;
- understand how stereotypes can inhibit people's human rights being met.

Some children will be able to...

- help others to understand what their rights are;
- reflect on how they can put democracy into action;
- identify what they can do to respect the rights of others to a greater extent;
- consider how they can challenge harmful stereotypes



## **Relationships - VIPs**

### **PSHE and Citizenship | Year 4 | Planning Overview**

#### About the Topic

This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these

#### Assessment Statements

All children should be able to...

- with support, discuss how the impact of our attitudes affects us when trying to make new friendships;
- with support, plan out how they will be an anonymous friend over the week;
- use a support sheet to discuss the dares with in a story;
- use a support sheet to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied, with a support sheet of ideas.

Most children will be able to...

- discuss how our attitudes impact new friendships being made;
- create a plan for being an anonymous friend over the course of a week;
- reflect on the different characters in the dares story and discuss the different outcomes for each character;
- work together to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied.



Some children will be able to...

- discuss the need to have a variety of friends with differing personalities;
- discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship;
- discuss how the dares story could be resolved; discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome; create a storyline to address why a bully might have started bullying;



## **Wider World - One World**

### **PSHE & Citizenship | Year 4 | Planning Overview**

#### About the Topic

This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good global citizen.

#### Assessment Statements

All children should be able to...

- describe similarities and differences between people's lives;
- identify opinions that are different from their own;
- express their own opinions;
- recognise that their actions impact on people in different countries;
- know what climate change is;
- know there are organisations working to help people in challenging situations in other communities.

Most children will be able to...

- give reasons for similarities and differences between people's lives;
- detail if they feel something is fair or not;
- give reasons for their own opinions;
- recognise how their actions impact on people in different countries;
- discuss climate change in terms of what it is and its effects;
- explain how organisations help people in need.



Some children will be able to...

- explain in detail why similarities and differences between people's lives arise;
- reflect on ways in which we can tackle inequality;
- make considered decisions based on all opinions;
- detail to others what actions can be taken to make the world a fairer place;
- describe what can be done to reduce the effects of climate change.



## **Health and Wellbeing - Safety First** **PSHE and Citizenship | Year 4 | Planning Overview**

### About the Topic

In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.

### Assessment Statements

All children should be able to...

- discuss things they can do independently that they used to need help with;
- describe what a dare is and identify situations involving peer pressure;
- know when to seek help in risky or dangerous situations;
- identify and discuss some school rules for staying safe and healthy;
- list some of the dangers we face when we use the road;
- describe drugs, cigarettes and alcohol in basic terms;
- identify which information they should never share online;
- identify who they should tell if they see something online that worries, upsets or confuses them; • explain what it means to be kind and respectful online.

Most children will be able to...

- appreciate what being responsible means and name some of their responsibilities;
- give examples of a range of risky or dangerous situations;
- appreciate that doing something risky may lead to danger;
- describe where pressure to do things can come from;
- identify people who can help us in an emergency;





- identify safety precautions that can be taken on and near roads;
- explain some of the ways in which drugs, cigarettes and alcohol affect the human body;
- know how to use mobile devices and the Internet responsibly;
- understand why certain information should never be shared online;
- identify behaviour that constitutes cyberbullying.

Some children will be able to...

- appreciate that their own decisions and behaviour can impact on their safety and the safety of others;
- appreciate the difference between good risks and dangerous risks;
- consider the impact of accepting a dare;
- appreciate that the most courageous thing is to say no;
- identify sources of pressure to behave in a certain way, other than peer pressure;
- advise others on how to stay safe on and near roads;
- appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly; • advise others on how to stay safe online.



# Year Five



## **Relationships - TEAM**

### **PSHE and Citizenship | Year 5 | Planning Overview**

#### About the Topic

This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

#### Assessment Statements

All children should be able to...

- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.

Most children will be able to...

- demonstrate successful teamwork skills;
- disagree respectfully;
- reflect on their own collaborative working skills;
- make compromises;
- demonstrate ways to care for others within the team;
- discuss the importance and consequences of carrying out shared responsibilities within the class team.



Some children will be able to...

- discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented;
- take part in a debate entitled, 'Should we always say what we think?';
- take part in a debate entitled, 'Should people always work collaboratively?';
- create posters to show examples of times the care cards could be used;
- explain why each shared responsibility is required for the team to work at its best.



## **Living in the Wider World - Britain** **PSHE and Citizenship | Year 5 | Planning Overview**

### About the Topic

This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.

### Assessment Statements

By the end of this unit...

...all children should be able to:

- talk about the range of faiths and ethnicities in Britain;
- explain how and why laws are made;
- explain what a community is;
- discuss some roles of local government;
- describe the basic structure of national government;
- talk about the role of charities and voluntary groups in the community.

...most children will be able to:

- identify ways of showing respect to people of all faiths and ethnicities;
- explain what it means to belong to a community;
- identify how laws help them;
- discuss local government in relation to democracy and human rights;
- discuss national government in relation to democracy and human rights;
- identify how charities and voluntary groups help meet the needs of all people in the community.



...some children will be able to:

- show empathy for different people, including those who might have experience of not being respected;
- think in detail about what society would be like without rules and laws;
- explain in detail how they can make a positive contribution to their community;
- discuss, with confidence, how they could be actively involved in local and national government;
- identify how they can make a positive difference to their community and country.



## **Relationships - Be Yourself**

### **PSHE and Citizenship | Year 5 | Planning Overview**

#### About the Topic

This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. It will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake. Assessment Statements

#### All children should be able to...

- discuss scenarios where children are torn between 'fitting in' and being true to themselves;
- explain how to communicate their feelings in different situations;
- create a role play to show different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.

#### Most children will be able to...

- complete scenarios by advising on how to communicate feelings in different situations;
- work in groups to create a role play to show different ways to manage uncomfortable feelings;
- discuss different fight or flight situations;
- discuss the impact of making amends when a mistake has been made.



Some children will be able to...

- discuss how to deal with being unique in difficult situations;
- discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with;
- discuss which strategy would work best in each situation and why;
- create a role play to show either the fight or flight reaction being applied in a situation;
- create a role play to show different strategies to cope with tricky situations; • share all they have learnt with others in school.





## **PSHE and Citizenship - Living in the Wider World** **Money Matters | Year 5 | Planning Overview**

### About the Topic

This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Having learned about ways we can spend money, children will also learn about budgeting and discuss what happens if people cannot afford what they need to buy. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.

### Assessment Statements

All children should be able to...

- talk about what financial risk is;
- discuss ways advertisers try to influence us;
- identify what it means to be a 'critical consumer';
- describe what 'value for money' means;
- explain what 'interest' is;
- talk about what 'tax' is.

Most children will be able to...

- discuss reasons people take financial risks;
- discuss why advertisers try to influence us;
- talk about how to be a 'critical consumer';
- identify how we can compare the value for money of different products;
- discuss how we can make a budget;



- consider why people borrow money and get into debt;
- explain what tax is and the ways we pay it.

Some children will be able to...

- identify ways people can avoid financial risk;
- talk about some ways we can ensure we know the actual cost behind advertised products;
- discuss the advantages of working to a budget;
- explain some problems and consequences of borrowing money with regard to interest charged; • discuss the importance of paying tax as a contribution to society.



## **Health and Wellbeing - Aiming High** **PSHE and Citizenship | Year 5 | Planning Overview**

### About the Topic

In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.

### Assessment Statements

All children should be able to...

- discuss their personal achievements and skills;
- discuss different learning styles;
- identify what a positive learning attitude is;
- talk about the range of jobs that people do;
- understand what a gender stereotype is;
- talk about skills employers look for in employees;
- work with others in a team;
- discuss the skills everyone needs to succeed.

Most children will be able to...

- identify skills and attributes that are useful in many roles;
- identify their preferred learning style;
- identify potential barriers to success;



- identify opportunities that might be available to them in the future;
- identify and challenge stereotypes;
- explain what is meant by innovation and enterprise;
- discuss goals they could set to work towards their ambitions;
- understand the different roles within a team;
- discuss challenges many people face and how some people overcome these.

Some children will be able to...

- understand how to use the knowledge of their learning style to further their learning;
- discuss the impact a growth mindset can have on achieving our goals;
- understand that our goals can change and explain why this might happen;
- appreciate the importance of seizing opportunities;
- explain the impact of stereotypes and why they need to be challenged;
- consider ways to develop their innovation and enterprise skills;
- apply core skills when working within a team;
- identify limitations to achieving goals and discuss how challenges can be overcome.



# Year Six



## **Health and Wellbeing - Think Positive** **PSHE and Citizenship | Year 6 | Planning Overview**

### About the Topic

This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.

### Assessment Statements

All children should be able to...

- talk about their thoughts, feelings and behaviours;
- identify unhelpful and helpful thoughts;
- suggest outcomes linked to certain thoughts, feelings and actions;
- discuss ways in which positive thinking can be beneficial;
- identify and discuss uncomfortable emotions;
- identify common choices we have to make in life;
- use basic mindfulness techniques, when guided;
- describe what makes a good learner.

Most children will be able to...

- describe how their thoughts, feelings and behaviours influence each other;
- explain the range and intensity of their feelings to other;
- name some strategies to deal with unhelpful thoughts;
- know how to make an informed choice;
- appreciate how making good choices can make us happy;
- understand how mindfulness techniques can be used in their everyday lives;
- describe the difference between a growth mindset and a fixed mindset;
- identify strategies for facing a challenge.



Some children will be able to...

- discuss the impact negative thoughts can have on ourselves and others;
- generate their own positive affirmations;
- confidently employ strategies for coping with unhelpful thoughts and uncomfortable emotions;
- predict the consequences linked to certain choices;
- recognise when different mindfulness techniques might be useful;
- independently employ mindfulness techniques;
- independently use a range of strategies to overcome difficulties or face challenges.



## **Living in the Wider World - Respecting Rights** **PSHE and Citizenship | Y6 | Planning Overview**

### About the Topic

This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.

### Assessment Statements

All children should be able to...

- explain that there are basic human rights that all people share;
- understand that children have their own rights;
- understand that human rights are universal and cannot be taken away;
- recognise that there are people across the world whose rights are not met;
- understand the importance of being rights-respecting citizens;
- identify that ideas about human rights change;
- explain what a human rights activist is and does.

Most children will be able to...

- explain what the Universal Declaration of Human Rights is;
- describe why children have their own rights;
- identify that human rights take precedence over national law and cultural and family traditions and practices;
- give reasons as to why people's rights are not always met;
- identify how we can be rights-respecting citizens;





- describe how some ideas about human rights have changed;
- share their thoughts on how human rights activists have changed the world.

Some children will be able to...

- reflect on how they can help to uphold children's rights;
- show empathy for people in situations where there are human rights issues;
- encourage others to be rights-respecting;
- give detailed reasons for changes in ideas about human rights;
- reflect on how they can take actions and make choices which have a positive impact on the world



## **Relationships - VIPs**

### **PSHE and Citizenship | Year 6 | Planning Overview**

#### About the Topic

This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.

#### Assessment Statements

All children should be able to...

- share ideas for ways we can care for our VIPs;
- create a poster to show a calming technique with support;
- discuss how a disagreement could be handled with support;
- explain ways to resist pressure with support;
- identify which secrets are OK to keep and which need to be shared with support;
- identify some aspects of healthy and unhealthy relationships.

Most children will be able to...

- create a list to show different ways we can care for our VIPs;
- show a calming technique on a poster;
- discuss how a disagreement could either be avoided or handled;
- write and explain what to do when feeling pressured;
- identify and discuss which secrets are OK to keep and which need to be shared;
- identify healthy and unhealthy relationships.



Some children will be able to...

- generate further ways we can care for our VIPs;
- identify the best calming technique to use in a particular situation;
- give clear examples of how different opinions can be given in a respectful way;
- consider different ways to resist behaving under pressure, in a range of situations;
- debate whether keeping secrets for other people is OK;
- take part in a discussion on how unhealthy relationships could be identified.



## **Living in the Wider World - One World** **PSHE and Citizenship | Y6 | Planning Overview**

### About the Topic

This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.

### Assessment Statements

All children should be able to...

- explain what a global citizen is;
- say what global warming is;
- understand that human energy use can harm the environment;
- understand the importance of not wasting water;
- understand what biodiversity is;
- understand that their choices can have far reaching consequences.

Most children will be able to...

- explain how to be a responsible global citizen;
- describe what can be done to help prevent global warming from getting worse;
- explain how energy use can be changed to help the environment;
- detail the responsible use of water;
- understand the importance of biodiversity;
- describe the impact of their choices for people and places across the world.



Some children will be able to...

- encourage others to be responsible global citizens;
- reflect on how the impact of global warming may affect their future lives;
- develop their own thoughts and ideas on sustainability;
- reflect on the ways in which water supply and use is affected by global warming;
- develop a secure knowledge of what can be done to encourage and sustain biodiversity;
- begin to analyse their decisions and choices to a greater depth.



### How Our Values Reflect the PSHE Curriculum

<b>Topic</b>	<b>Values Covered</b>	<b>Topic</b>	<b>Values Covered</b>
<b>TEAM</b>	Teamwork Respect Responsible Articulate	<b>Be Yourself</b>	Creative Aiming High Independent Confident
<b>VIPS</b>	Respectful Kind Confident	<b>One World</b>	Responsible Teamwork Respectful
<b>Aiming High</b>	Aiming High Independence Resilience	<b>Money</b>	Responsible Independent
<b>Safety First</b>	Responsible Resilient Confident Independent		
<b>Digital Wellbeing</b>	Respectful Responsible Articulate		
<b>Think Positive</b>	Confident Resilient Aiming High		
<b>Diverse Britain</b>	Respectful Kind Teamwork		