

PSHEE Scheme of Work: Knowledge and Skills curriculum

<p>Class One: Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) Year 1</p>	
<p>Corum Life Education themes: Seasons and change Life stages in plants, animals and humans Where do babies come from? Getting bigger Me and my body Looking after my special people Looking after my friends</p> <p>Extending learning from Reception... Our special people Caring behaviour Respecting others Safe touch Unsafe secrets Friendship Communication Bullying Boundaries Privacy including naming genitals Feelings</p>	<p>Express their ideas and feelings about their experiences using full sentences. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Can I recognise what I like and dislike? Can I say what is right and wrong and fair and unfair? Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Can I recognise what I am good at?</p> <p>Can I make choices about who to tell if things are not right? Can I say which touches are good and bad? Can I say how I am feeling? Can I recognise how my behaviour affects my friends? Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Work and play cooperatively and take turns with others Can I listen to my friends, and play and work cooperatively?</p> <p>Show sensitivity to their own and to others’ needs. Can I realise that I have needs? Can I realise that other living things have needs? Can I identify and respect the differences and similarities between myself and others?</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Can I say the rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe? Can I understand about that household product, including medicines may be harmful?</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Can I say how to make simple choices that improve my health and well-being? Can keep myself clean?</p> <p>Can I talk about the process of growing from young to old? Can I name the main parts of the body using correct biological terminology? Talk about the lives of the people around them and their roles in society. Can I talk about my family?</p>

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<p>Class Two: Year 2 Year 3</p>	
<p>Extending learning in Year 1 and... How my behaviour (positive or negative) affects others Becoming more independent Keeping themselves and others safe Growing from young to old and how people's needs change</p> <p>Extending learning in Year 2 and... Change including bereavement Images in the media Protecting personal information online Different types of relationships Healthy and unhealthy relationships (including friendships) Discrimination and its consequences Understanding risk Making informed choices Resisting pressure Menstruation</p>	<p>Can I share my opinions on things that matter to me and explain my views? Can I talk and write about my opinions and my views? Can I take part in a simple debate about topical issues? Can I talk and write about issues that affect myself and society? Can I recognise the need for rules? Can I follow rules? Can I take part in making and changing rules (class rules)? Can I recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community?</p> <p>Can I talk about different family structures? Can I describe how it feels to belong to my family? Can I identify and appreciate the range of ethnic identities in the United Kingdom? Can I show respect for others? Can I think about myself, learn from my experiences and the groups I belong to? Can I say positive things about myself and recognise my achievements?</p> <p>Can I make choices about who to tell if things are not right? Can I say which touches are good and bad?</p> <p>Can I recognise how my behaviour affects my friends and other people? Can I listen to my friends and other people, and play and work cooperatively? Can I understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying? Can I describe bullying behaviour? Can I say how it feels to be bullied or teased? Can I say how to get help if I'm being bullied? Can I explain the emotions of my feelings? Can I recognise, name and describe my feelings? Can I say how to manage my feelings? Can I say how someone else is feeling? Can I respond appropriately to feeling angry? Can I show compassion towards my friends?</p> <p>Can I realise that people and other living things have needs, and that I have responsibilities to meet them? Can I identify and respect the differences and similarities between people?</p> <p>Can I follow the rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe? Can I say what risky situations are and identify when a situation becomes dangerous? Can I say whether or not taking a risk is the right thing to do? Can I say how to keep safe in different situations, including on the road?</p> <p>Can I understand about all household products, including medicines, and how they can be harmful if not used properly? Can I understand how germs are spread? Can I say how bacteria and viruses can affect health and that following simple, safe routines can reduce how germs are spread? Can I say what would happen if I don't keep myself clean? Can I describe what makes a healthy lifestyle, including the benefits of exercise and healthy eating?</p> <p>Can I say how people's needs change as they grow? Can I describe how my body changes physically and emotionally during puberty, focusing on physical changes? Can I name the main parts of the body using correct biological terminology? Can I describe the development of babies in the womb?</p> <p>Can I understand that money is needed to pay for goods and services? Can I say how money can be earned? Can I say what my needs are? Can I take part in a class mini-enterprise?</p>

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<p>Class Three: Year 4 Year 5 Year 6</p>	
<p>Extending learning in Year 3 and... Body changes in puberty Conflicting emotions Good and not so good feelings Marriage and other relationships Consequences of our actions Recognise and challenge stereotypes Pressures to behave in an unacceptable, unhealthy or risky way</p> <p>Extending learning in Year 4 and... Body changes and feelings during puberty Changing feelings and the effect on those we live with Unhealthy relationships Risky behaviour Using social media safely Topics of bullying including homophobic Keeping personal information private online</p>	<p>Can I talk and write about my opinions and explain my views? Can I take part in a debate about issues which affect me? Can I recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other? Can I say why different rules are needed in different situations? Can I research, discuss and debate topical issues, problems and events?</p> <p>Can I say what democracy is, and about the basic institutions that support it locally and nationally? Can I recognise the role of different groups in the community? Can I say why and how rules and laws are made and enforced? Can I say what democracy is, and about the basic institutions that support it locally and nationally? Can I recognise the role of voluntary, community and pressure groups?</p> <p>Can I describe the differences between bullying and teasing? Can I recognise a range of bullying behaviour? Can I recognise a range of bullying behaviour, including racism, sexism and homophobia? Can I say how to get help if I'm being bullied? Can I respond appropriately to signs of bullying and ask for help? Can I respond appropriately to signs of bullying and ask for help? Can I express my feelings towards myself, my family and others in a positive way? Can I suggest how to deal with personal disappointment and failure? Can I say how to deal with stressful situations? Can I manage my responses to conflict? Can I be assertive without being aggressive? Can I manage how I react to strong feelings? Can I be assertive and recognise when I need to get help? Can I suggest strategies for how to deal with new situations? Can I show compassion and empathy towards others?</p> <p>Can I set realistic plans for my future? Can I understand how I can develop skills to contribute to my future? Can I identify what my needs will be in the future? Can I say how I will pay for the goods and services I will need, including income and savings? Can I discuss the need to save and budget? Can I consider the impact of my spending on world economics? Can I discuss value for money and compare prices? Can I show an awareness of effect taxes, deductions and benefits can have on my income? Can I discuss how the media affects people's spending? Can I discuss profit and loss within a business? Can I take part in a class mini-enterprise, and understand the need to make a profit? Can I take part in a class mini-enterprise activity, making a profit? Can I take part in a class mini-enterprise activity, making a profit? Can I name forms of gambling and consider the effect it can have?</p>
<p>Extending learning in Year 5 and... Body image Sharing images online Forced marriage Conception, reproduction and birth HIV</p>	<p>Can I recognise and challenge stereotypes? Can I describe equal opportunities? Can I celebrate the differences between people, including cultural, ethnic, racial and religious diversity, gender and disability? Can I say how the law protects people in relation to racism, homophobia, sexism and disability?</p> <p>Can I recognise when something is an accident? Can I judge what kind of physical contact is acceptable or unacceptable? Can I make judgements about keeping safe? Can I take consider risks which allow me to try out new things? Can I identify risky situations and justify my choice of whether or not to take part in them? Can I recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know? Can I understand aspects of online safety including grooming, social networks? Can I recognise the importance of keeping myself safe online recognise the signs of grooming? Can I say where to go for help if I feel unsafe online? Can I ask for help and use basic techniques for resisting pressure to do wrong? Can I identify commonly available substances and drugs, including smoking and alcohol? Can I identify substances which are legal and illegal? Can I identify the risks and effects of substances which are legal and illegal?</p> <p>Can I say how to keep safe in different situations, including on the road? Can I recognise the risks in different situations and then decide how to behave responsibly, including sensible road use? Can I identify and follow school rules about health and safety, basic emergency aid procedures and where to get help? Can I say what affects my mental health? Can I make informed choices about things which may affect my health and mental wellbeing? Can I identify cultural differences which may affect healthy lifestyles? Can I set goals to help maintain a healthy lifestyle?</p> <p>Can I recognise that my actions will have consequences both positive and negative?</p> <p>Can I discuss changing feelings and emotions? Can I recognise the changes in boys and girls during puberty? Can I identify ways to cope the physical and mental changes which occur during puberty? Can I discuss how a baby is born? Can I take part in discussions about sexual intercourse and the need for contraception? Can I discuss sexual intercourse and recognise healthy sexual relationships? Can I give examples of different types of relationships?</p>

