

PSHEE Scheme of Work: Knowledge and Skills curriculum

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

Year 2

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

Extending learning from Reception...

Our special people
Caring behaviour
Respecting others
Safe touch
Unsafe secrets
Friendship
Communication
Bullying
Boundaries
Privacy including naming genitals
Feelings

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

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? Can I share my opinions on things that matter to me and explain my views? Can I take part in a simple debate about topical issues? Can I recognise the need for rules? Can I follow rules?

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? Can I talk about different family structures?

Can I think about myself, learn from my experiences and the groups I belong to?

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?

Can I make choices about who to tell if things are not right?

Can I say which touches are good and bad?

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?

Can I recognise how my behaviour affects my friends and other people?

PSHEE Scheme of Work: Knowledge and Skills curriculum

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?

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 I keep myself clean?
Can I explain the emotions of my feelings? Can I say how someone else is feeling?
Can I respond appropriately to feeling angry?
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?
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 talk about the process of growing from young to old?
Can I name the main parts of the body using correct biological terminology?
Can I understand about all household products, including medicines, and how they can be harmful if not used properly?
Can I say what would happen if I don't keep myself clean? Can I understand how germs are spread?
Can I say how people's needs change as they grow? 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?

PSHEE Scheme of Work: Knowledge and Skills curriculum

Class Two:
Year 3/Year 4

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

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

Can I talk and write about my opinions and my views?
Can I talk and write about issues that affect myself and society?
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?
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 say what democracy is, and about the basic institutions that support it locally and nationally?
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 say positive things about myself and recognise my achievements?

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 recognise, name and describe my feelings? Can I say how to manage my feelings?
Can I show compassion towards my friends?

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?

Can I describe the differences between bullying and teasing? Can I say how to get help if I'm being bullied?
Can I say how bacteria and viruses can affect health and that following simple, safe routines can reduce how germs are spread?
Can I describe what makes a healthy lifestyle, including the benefits of exercise and healthy eating?

Can I express my feelings towards myself, my family and others in a positive way? Can I say how to deal with stressful situations? Can I show compassion and empathy towards others?

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 describe how my body changes physically and emotionally during puberty, focusing on physical changes?
Can I describe the development of babies in the womb?

PSHEE Scheme of Work: Knowledge and Skills curriculum

Can I take part in a class mini-enterprise, and understand the need to make a profit? Can I recognise and challenge stereotypes?

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?

Can I recognise when something is an accident? Can I take consider risks which allow me to try out new things? 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 ask for help and use basic techniques for resisting pressure to do wrong?

Can I say how to keep safe in different situations, including on the road?

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 discuss changing feelings and emotions? Can I discuss how a baby is born?

PSHEE Scheme of Work: Knowledge and Skills curriculum

Class Three:

Year 5/Year 6

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

Extending learning in Year 5 and...
Body image
Sharing images online
Forced marriage
Conception, reproduction and birth
HIV

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?

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?

Can I recognise a range of bullying behaviour? Can I recognise a range of bullying behaviour, including racism, sexism and homophobia?

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 suggest how to deal with personal disappointment and failure?

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 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 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?

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?

Can I judge what kind of physical contact is acceptable or unacceptable? Can I make judgements about keeping safe?

Can I identify risky situations and justify my choice of whether or not to take part in them?

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 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?

Can I recognise the risks in different situations and then decide how to behave responsibly, including sensible road use?

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?

Can I recognise that my actions will have consequences both positive and negative?

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 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?