

Primary PSHCE Curriculum

Year	Health and Wellbeing	Relationships	Living in the Wider World
<p>Reception / Foundation Stage</p>	<ul style="list-style-type: none"> • The importance of and how to maintain personal hygiene. • About growing and changing and new opportunities and responsibilities that increasing independence may bring. • To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. • The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. • What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. 	<ul style="list-style-type: none"> • To identify their special people (family, friends, carers), and what makes them special and how special people should care for one another. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To recognise how their behaviour affects other people. • <i>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</i> 	<ul style="list-style-type: none"> • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). • That they belong to various groups and communities such as family and school. • <i>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</i> • <i>How to contribute to the life of the classroom.</i>
<p>Y1</p>	<ul style="list-style-type: none"> • About the process of growing from young to old and how people's needs change. • <i>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</i> • <i>Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets.)</i> • <i>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</i> 	<ul style="list-style-type: none"> • To communicate their feelings to others, to recognise how others show feelings and how to respond. • To identify and respect the differences and similarities between people. • <i>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</i> 	<ul style="list-style-type: none"> • What improves and harms their local, natural and built environments and about some of the ways people look after them.

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Y2	<ul style="list-style-type: none"> • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. • That household products, including medicines, can be harmful if not used properly. • <i>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</i> • <i>To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i> • <i>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</i> 	<ul style="list-style-type: none"> • That there are different types of teasing and bullying, that these are wrong and unacceptable. • That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). • To offer constructive support and feedback to others. 	<ul style="list-style-type: none"> • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
Y3	<ul style="list-style-type: none"> • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). • About people who are responsible for helping them stay healthy and safe and ways that they can help these people. • The importance of protecting personal information, including passwords, addresses and images. 	<ul style="list-style-type: none"> • To recognize and respond appropriately to a wider range of feelings in others. • To judge what kind of physical contact is acceptable and how to respond. • The concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret.’ • To recognise what constitutes a positive, healthy relationship. • <i>That their actions affect themselves and others.</i> • <i>To work collaboratively towards shared goals.</i> • <i>To develop the skills to develop and maintain positive and healthy relationships.</i> 	<ul style="list-style-type: none"> • To think about the lives of people living in other places, and people with different values and customs. • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. • <i>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</i> • <i>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</i>

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Y4	<ul style="list-style-type: none"> • What is meant by the term ‘habit’ and why habits can be hard to change. • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this an opportunity to build resilience. • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. 	<ul style="list-style-type: none"> • To recognise and challenge stereotypes. • To recognise and manage ‘dares’. 	<ul style="list-style-type: none"> • About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer. • About enterprise and the skills that make someone ‘enterprising’. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • <i>What being part of a community means, and about the varied institutions that support local communities locally and nationally.</i>
Y5	<ul style="list-style-type: none"> • Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. • What positively and negatively affects their physical, mental and emotional health (including the media) • How their body will change as they approach and move through puberty. • To recognise when and how to ask for help and use basic techniques resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. • School rules about health and safety, basic emergency aid procedures, where and how to get help. • To differentiate between the terms, ‘risk,’ ‘danger’ and ‘hazard.’ 	<ul style="list-style-type: none"> • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view. • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. 	<ul style="list-style-type: none"> • To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT). • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. • <i>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</i>

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Y6	<ul style="list-style-type: none"> • To recognise their increasing independence brings increased responsibility to keep themselves and others safe. • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. • About human reproduction including conception (and that this can be prevented). • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.' • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. 	<ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help. • To be aware of different types of relationship, including those between friends and families civil partnerships and marriage. • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010). 	<ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. • To explore and critique how the media present information. • Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

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