

Caedmon Community Primary School

PSHCE

(Personal, Social, Health, Citizenship education)

Expectations:

Many opportunities for delivering PSHCE are ad-hoc- responding to the needs of the child and the class. It is recognised that many opportunities for PSHCE occur every day.

Formal, timetabled sessions should be taught twice per half term (4 sessions per term). These sessions relate to those targets in red print on the scheme of work. If another target is more relevant to the class then it should be taught instead.

The overarching themes for the whole school (and linked to assemblies) are:

Autumn term: Relationships

Spring term: Health and wellbeing

Summer term: Citizenship

KS1 PSHE

Relationships (Autumn term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 1	Year 2
1. to communicate their feelings to others, to recognise how others show feelings and how to respond *	1. to communicate their feelings to others, to recognise how others show feelings and how to respond *
2. to recognise how their behaviour affects other people *	2. to recognise how their behaviour affects other people*
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class *	<u>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</u>
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) *	4. to recognise what is fair and unfair, kind and unkind, what is right and wrong *
7. to offer constructive support and feedback to others *	5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class*
8. to identify and respect the differences and similarities between people	6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) *
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	7. to offer constructive support and feedback to others *
11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	10. 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)
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

KS1 PSHE

Health and wellbeing (Spring term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 1	Year 2
<b>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</b>	<b>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health *</b>
<b>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings *</b>	<b>2. 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 *</b>
<b>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</b>	<b>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings *</b>
<b>6. the importance of and how to maintain personal hygiene *</b>	<b>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) *</b>
<b>10. the names for the main parts of the body and the similarities and differences between boys and girls *</b>	<b>6. the importance of and how to maintain personal hygiene *</b>
<b>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) *</b>	<b>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</b>
<b>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</b>	<b>8. about the process of growing from young to old and how people's needs change</b> <b>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</b>
	<b>11. that household products, including medicines, can be harmful if not used properly</b>
	<b>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) *</b>

KS1 PSHE  
 Citizenship (Summer term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 1	Year 2
<b>3. 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) *</b>	<b>3. 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)</b>
<b>4. that they belong to various groups and communities such as family and school</b>	5. what improves and harms their local, natural and built environments and about some of the ways people look after them
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
7. 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	7. 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

Lower KS2 PSHE  
Relationships (Autumn term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 3	Year 4
1. to recognise and respond appropriately to a wider range of feelings in others. *	1. to recognise and respond appropriately to a wider range of feelings in others. *
2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships *	2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships *
7. that their actions affect themselves and others*	7. that their actions affect themselves and others*
11. to work collaboratively towards shared goals*	11. to work collaboratively towards shared goals*
12. 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*	12. 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*
12.(KS1) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
10(KS1). 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)	9. 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'

Lower KS2 PSHE

Health and wellbeing (Spring term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 3	Year 4
<b>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</b>	<b>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet *</b>
<b>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals*</b>	<b>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals *</b>
<b>6. 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 *</b>	<b>6. 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 *</b>
<b>9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</b>	<b>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</b>
<b>15. school rules about health and safety, basic emergency aid procedures, where and how to get help *</b>	<b>10. 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 as an opportunity to build resilience</b>
<b>22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</b>	<b>13. 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</b>
<b>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</b>	<b>22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others*</b>
	<b>16. what is meant by the term 'habit' and why habits can be hard to change</b>

Lower KS2 PSHE  
 Citizenship (Summer term)

Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 3	Year 4
<p><b>3.</b> to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child<sup>4</sup>. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p><b>2.</b> 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</p>
<p><b>11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p><b>8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>
	<p><b>9.</b> what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><b>10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>
<p><b>13.</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>	<p><b>13.</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>

UpperKS2 PSHE

Relationships (Autumn term) Targets with a \* are ongoing and developed through every day classroom practice. Targets in red are those that require a specific focused teaching session.

Year 5	Year 6
<p>1. to recognise and respond appropriately to a wider range of feelings in others. *</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships *</p> <p>7. that their actions affect themselves and others*</p>	<p>1.to recognise and respond appropriately to a wider range of feelings in others. *</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships *</p> <p>7. that their actions affect themselves and others</p>
<p>3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p>	<p>11. to work collaboratively towards shared goals*</p>
<p>12. 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*</p>	<p>12. 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*</p>
<p>10. 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</p>	<p>5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.</p>
<p>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p>	<p>9. 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'</p>
<p>15. to recognise and manage 'dares'</p>	<p>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p>
	<p>16. to recognise and challenge stereotypes</p>

UpperKS2 PSHE

Health and wellbeing (Spring term) Targets with a \* are ongoing and developed through every day classroom practice.

Targets in red are those that require a specific focused teaching session.

Year 5	Year 6
<p><b>1. what positively and negatively affects their physical, mental and emotional health (including the media)</b></p> <p><b>2. 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'</b></p> <p><b>4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</b></p>	<p><b>1. what positively and negatively affects their physical, mental and emotional health (including the media)</b></p> <p><b>2. 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'</b></p>
<p><b>7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them *</b></p>	<p><b>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals *</b></p>
<p><b>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals *</b></p>	<p><b>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</b></p>
<p><b>11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</b></p> <p><b>13. 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</b></p> <p><b>14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</b></p>	<p><b>13. 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</b></p> <p><b>14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</b></p>
<p><b>17. 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.</b></p>	<p><b>18. how their body will, and emotions may, change as they approach and move through puberty</b></p> <p><b>19. about human reproduction</b></p>
<p><b>20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</b></p>	<p><b>20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</b></p>

UpperKS2 PSHE

Citizenship (Summer term) Targets with a \* are ongoing and developed through every day classroom practice. Targets in red are those that require a specific focused teaching session.

Year 5	Year 6
<p>3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>5. to know that there are some cultural practices which are against British law and universal human rights,</p>
<p>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p>	<p>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p>
<p>14. 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)</p>	<p>14. 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)</p>
<p>15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	<p>17. to explore and critique how the media present information</p>
	<p>Enterprise project</p>