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| PSHE Curriculum | | | | | | |
| Year Group | Autumn Term | | Spring Term | | Summer Term | |
| Reception | * Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) * Personal, Social and Emotional Development (Managing Feelings and Behaviour) * Physical Development (Health and Self-Care) * Understanding the World (People and Communities) * Understanding the World (The World) * Understanding the World (Technology) * Personal, Social and Emotional Development (Making Relationships) * The Wonder of Being Special and Unique (Journey in Love) | | | | | |
| Year 1 | Safety First | TEAM | Aiming High | One World | We meet God’s Love in our Family | Money Matters |
| Year 2 | Be Yourself | Think Positive | Digital Wellbeing-Safer Internet | Diverse Britain | We meet God’s Love in the Community | VIPS |
| Year 3 | Safety First | TEAM | Aiming High | One World | How we live in Love | Money Matters |
| Year 4 | Be Yourself | Diverse Britain | Digital Wellbeing-Safer Internet | Think Positive | God Loves us in our Differences | VIPS |
| Year 5 | Safety First | TEAM | Digital Wellbeing-Safer Internet | One World | God Loves us in our Changing and Developing | Money Matters |
| Year 6 | Aiming High | VIPS | Think Positive | Diverse Britain | The Wonder of God’s Love in Creating New Life | Careers |

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| PSHE Curriculum  Safety First |
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| Year 1  H8. how to keep safe in the sun and protect skin from sun damage  H28. about rules and age restrictions that keep us safe  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  H31. that household products (including medicines) can be harmful if not used correctly  H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  H33. about the people whose job it is to help keep us safe  H35. about what to do if there is an accident and someone is hurt  H36. how to get help in an emergency (how to dial 999 and what to say)  R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  R14. that sometimes people may behave differently online, including by pretending to be someone they are not  R15. how to respond safely to adults they don’t know  R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)  R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard |
| Year 3  H35. about the new opportunities and responsibilities that increasing independence may bring  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H38. How to predict, assess and manage risk in different situations  H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.  H43. about what is meant by first aid; basic techniques for dealing with common injuries  H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)  H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping  H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) |
| Year 5  H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe  H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health  H35. about the new opportunities and responsibilities that increasing independence may bring  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H38. How to predict, assess and manage risk in different situations  H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  H40. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)  H43. about what is meant by first aid; basic techniques for dealing with common injuries  H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say |

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| PSHE Curriculum  TEAM |
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| Year 1  H23. to identify what they are good at, what they like  and dislike  R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared  R7. about how to recognise when they or someone else feels lonely and what to do  R9. how to ask for help if a friendship is making them feel unhappy  R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  R11. about how people may feel if they experience hurtful behaviour or bullying  R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  R21. about what is kind and unkind behaviour, and how this can affect others  R22. about how to treat themselves and others with respect; how to be polite and courteous  R23. to recognise the ways in which they are the same and different to others  R24. how to listen to other people and play and work cooperatively  L4. about the different groups they belong to  L14. that everyone has different strengths |
| Year 3  H18. about everyday things that affect feelings and the importance of expressing feelings  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  H36. strategies to manage transitions between classes and key stages  R11. what constitutes a positive healthy friendship (e.g.mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R13. the importance of seeking support if feeling lonely or excluded  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L6. about the different groups that make up their community; what living in a community means  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation |
| Year 5  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation |

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| PSHE Curriculum  Think Positive |
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| Year 2  H1. about what keeping healthy means; different ways to keep healthy  H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H13. how feelings can affect people’s bodies and how they behave  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don’t feel good  H24. how to manage when finding things difficult  R7. about how to recognise when they or someone else feels lonely and what to do  R21. about what is kind and unkind behaviour, and how this can affect others  R25. how to talk about and share their opinions on things that matter to them |
| Year 4  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  H16. about strategies and behaviours that support mental health —including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H18. about everyday things that affect feelings and the importance of expressing feelings  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  H36. strategies to manage transitions between classes and key stages  R13. the importance of seeking support if feeling lonely or excluded |
| Year 6  H2. about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H18. about everyday things that affect feelings and the importance of expressing feelings  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  R13. the importance of seeking support if feeling lonely or excluded  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online |
| PSHE Curriculum  Be Yourself |
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| Year 2  **H12**. how to recognise and name different feelings  **H13**. how feelings can affect people’s bodies and how they behave  **H18**. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  **H19**. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  **H21**. to recognise what makes them special  **H20**. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  **H22**. to recognise the ways in which we are all unique  **H23**. to identify what they are good at, what they like and dislike  **R25**. how to talk about and share their opinions on things that matter to them |
| Year 4  **H17**. to recognise that feelings can change over time and range in intensity  **H18**. about everyday things that affect feelings and the importance of expressing feelings  **H19**. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways  **H23**. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  **H24**. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools  **H25**. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  **H26**. that for some people gender identity does not correspond with their biological sex  **H27**. to recognise their individuality and personal qualities  **H28**. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  **H29**. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  **R13**. the importance of seeking support if feeling lonely or excluded  **R15**. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  **R28**. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  **R29**. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  **R30**. that personal behaviour can affect other people; to recognise and model respectful behaviour online  **R31**. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or 1 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  **L4**. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  **L11**. recognise ways in which the internet and social media can be used both positively and negatively  **L16**. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |
| Year 6 |

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| PSHE Curriculum  Aiming High |
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| Year 1  **H20**. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better  **H21**. to recognise what makes them special **H22**. to recognise the ways in which we are all unique  **H23**. to identify what they are good at, what they like and dislike  **H24**. how to manage when finding things difficult  **L14**. that everyone has different strengths  **L17**. about some of the strengths and interests someone might need to do different jobs |
| Year 3  H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life  L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |
| Year 6  **H28**. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  **L25**. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  **L26**. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life  **L27**. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  **L28**. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  **L30**. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  **L31**. to identify the kind of job that they might like to do when they are older  **L32**. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |

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| PSHE Curriculum  One World |
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| Year 1  **R2**. to identify the people who love and care for them and what they do to help them feel cared for  **R3**. about different types of families including those that may be different to their own  **R4**. to identify common features of family life  **L1**. about what rules are, why they are needed, and why different rules are needed for different situations  **L2**. how people and other living things have different needs; about the responsibilities of caring for them  **L3**. about things they can do to help look after their environment  **L6**. to recognise the ways they are the same as, and different to, other people |
| Year 3  **R32**. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or 1 anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  **R34**. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with  **L2**. to recognise there are human rights, that are there to protect everyone  **L3**. about the relationship between rights and responsibilities  **L4**. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  **L5**. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)  **L7**. to value the different contributions that people and groups make to the community  **L8**. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  **L9**. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  **L19**. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |
| Year 5  **L2**. to recognise there are human rights, that are there to protect everyone  **L3**. about the relationship between rights and responsibilities  **L4**. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  **L5**. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices  **L19**. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |

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| PSHE Curriculum  Digital Wellbeing |
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| Year 2  H28. about rules and age restrictions that keep us safe  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  R11. about how people may feel if they experience hurtful behaviour or bullying  R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  R14. that sometimes people may behave differently online, including by pretending to be someone they are not  R15. how to respond safely to adults they don’t know  L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  L8. about the role of the internet in everyday life  L9. that not all information seen online is true |
| Year 4  H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face- to-face; risks of communicating online with others not known face-to-face  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R19. about the impact of bullying, including offline and  online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it.  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  L11. recognise ways in which the internet and social media can be used both positively and negatively  L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  L13. about some of the different ways information and data is shared and used online, including for commercial purposes  L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |
| Year 5  H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  L11. recognise ways in which the internet and social media can be used both positively and negatively  L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  L13. about some of the different ways information and data is shared and used online, including for commercial purposes  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |

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| PSHE Curriculum  Diverse Britain |
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| Year 2  R21. about what is kind and unkind behaviour, and how this can affect others  R23. to recognise the ways in which they are the same and different to others  R25. how to talk about and share their opinions on things that matter to them  L1. about what rules are, why they are needed, and why different rules are needed for different situations  L2. how people and other living things have different needs; about the responsibilities of caring for them  L3. about things they can do to help look after their environment  L4. about the different groups they belong to  L5. about the different roles and responsibilities people have in their community  L6. to recognise the ways they are the same as, and different to, other people |
| Year 4  H25. about personal identity, what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  R21. about discrimination: what it means and how to challenge it  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L2. to recognise there are human rights, that are there to protect everyone  L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced |
| Year 6  H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  R21. about discrimination: what it means and how to challenge it  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L2. to recognise there are human rights, that are there to protect everyone  L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).  L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced |

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| PSHE Curriculum  VIPS |
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| Year 2  H14. how to recognise what others might be feeling  H16. about ways of sharing feelings; a range of words to describe feelings  H23. to identify what they are good at, what they like and dislike  H33. about the people whose job it is to help keep us safe  R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared for  R3. about different types of families including those that may be different to their own  R4. to identify common features of family life  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  R6. about how people make friends and what makes a good friendship  R7. about how to recognise when they or someone else feels lonely and what to do  R8. simple strategies to resolve arguments between friends positively  R9. how to ask for help if a friendship is making them feel unhappy  R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  R11. about how people may feel if they experience hurtful behaviour or bullying  R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  R21. about what is kind and unkind behaviour, and how this can affect others  R24. how to listen to other people and play and work cooperatively  R24. how to listen to other people and play and work cooperatively  R25. how to talk about and share their opinions on things that matter to them |
| Year 4  R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships,  online relationships)  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R26. about seeking and giving permission (consent) in different situations  R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced |
| Year 6  R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R26. about seeking and giving permission (consent) in different situations  R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own |

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| PSHE Curriculum  Money Matters |
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| Year 1  L10. what money is; forms that money comes in; that money comes from different sources  L11. that people make different choices about how to save and spend money  L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  L13. that money needs to be looked after; different ways of doing this.  L15. that jobs help people to earn money to pay for things  L16. different jobs that people they know or people who work in the community do |
| Year 3  L17. about the different ways to pay for things and the choices people have about this  L19. Spending Decisions L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  L20. to recognise that people make spending decisions based on priorities, needs and wants  L21. different ways to keep track of money  L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people’s feelings and emotions  L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  L31. to identify the kind of job that they might like to do when they are older  L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |
| Year 5   |  | | --- | | L17. about the different ways to pay for things and the choices people have about this  L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money  L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  L20. to recognise that people make spending decisions based on priorities, needs and wants  L21. different ways to keep track of money.  L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations  L24. to identify the ways that money can impact on people’s feelings and emotions | |

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| PSHE Curriculum  Journey In Love |
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| R-To explore the wonder of being special and unique  1-To focus on families and specially growing up in a loving, secure and stable home  2- To describe how we are growing and developing in diverse communities that are God-given  3- To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe  4- To make links and connections to show that we are all different  To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change  5- Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty-sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s prescence in our daily lives  6- To develop a secure understanding of what stable, caring relationships are and the different kinds there may be  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage |

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| PSHE Curriculum  Carers |
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| L14. that everyone has different strengths  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation  L17. about the different ways to pay for things and the choices people have about this  L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life  L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |
| PSHE Curriculum  Reception |
| Health and Wellbeing |
| * Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)   Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.   * Personal, Social and Emotional Development (Managing Feelings and Behaviour)   Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.   * Physical Development (Health and Self-Care)   Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |
| Living in the Wider World   * Understanding the World (People and Communities)   Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.   * Understanding the World (The World)   Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.   * Understanding the World (Technology)   Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |
| Relationships   * Personal, Social and Emotional Development (Making Relationships) * Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |
| The Wonder of Being Special and Unique (Journey in Love)  To explore the wonder of being special and unique   1. Social and Emotional-To Recognise the joy of being a special person in my family 2. Physical-To recognise that we are all different and unique 3. Spiritual-To celebrate the job of being a special person |

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| PSHE Curriculum  Autumn-Year 1 |
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| Safety First   1. I know how to stay safe and who can help if I feel unsafe. 2. I know how to stay safe at home. 3. I know how to stay safe when I am out and about. 4. I can keep myself safe in different situations with people I don’t know. 5. I know what I can share and what I should keep private to keep myself and others safe. 6. I know who to go to if I need help. |
| TEAM   1. I can talk about the teams I belong to. 2. I can be a good listener. 3. I can explain how to be kind and why it is important. 4. I can talk about unkind behaviour like teasing and bullying. 5. I can explain how to be a positive learner. 6. I can identify good and not-so-good choices. |

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| PSHE Curriculum  Spring-Year 1 |
| Aiming High   1. I can identify achievements and suggest how my actions can help me to achieve 2. I can identify personal goals and suggest actions that I can take to achieve them. 3. I can identify the skills and attributes needed to do certain jobs. 4. I understand that we should all have equal opportunities to follow our career ambitions. 5. I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. 6. I can think about changes which might happen to me and consider how I feel about them. |
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| One World   1. I can explore family life in different countries and say how it is the same as mine and how it is different. 2. I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. 3. I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. 4. I can explore places where people live which are different from where I live. 5. I can think about how people use things from the earth and what problems this can cause. 6. I can say why it is important to care for the earth and identify how I can help protect it. |

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| PSHE Curriculum  Summer-Year 1 |
| We meet God;s Love in our Family  To focus on families and specially growing up in a loving, secure and stable home   1. Social and Emotional-To recognise the joy off being a special person in my family. 2. Physical-To recognise that we are all different and unique 3. Spiritual- To celebrate the joy of being a special person in God’s family. |
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| Money Matters   1. I can explain the different forms money comes in 2. I can explain where money comes from 3. I can explain how to keep money safe and why this is important. 4. I can explain choices I have about spending 5. I can explain the difference between things we want and things we need. 6. I can explain what happens when we go shopping |

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| PSHE Curriculum  Autumn-Year 2 |
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| Think Positive   1. I can understand how happy thoughts can make me feel good. 2. I can make good choices and consider the impact of my decisions 3. I can set myself goals and consider how to achieve them. 4. I can discuss my feelings and opinions with others and cope with difficult emotions. 5. I can discuss things I am thankful for and focus on what I do have, rather than what I don’t have. 6. I can focus on what is happening now and how I am feeling. |
| Be Yourself   1. I can talk about what makes me special. 2. I can name some of the different feelings I have and can describe how they feel. 3. I can talk about things I like that make me feel happy. 4. I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. 5. I can discuss how change and loss make me feel. 6. I know how to stay safe in different outdoor environments. |

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| PSHE Curriculum  Spring-Year 2 |
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| Digital Wellbeing   1. I can talk about ways in which the Internet is useful. 2. I know how to balance screen time with other activities and understand why this is important. 3. I know how to stay safe online. 4. I can explain why we keep personal information private. 5. I know how to communicate online in ways that show kindness and respect. 6. I understand that not everything on the Internet is true. |
| Diverse Britain   1. I can describe ways that I can help my school community. 2. I can describe ways that I can be a good neighbour. 3. I can identify things that help and harm my neighbourhood. 4. I can describe what it is like to live in the British Isles. 5. I can explore how people living in the British Isles can be different and how they are the same. 6. I can talk about being British and living in the British Isles. |

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| PSHE Curriculum  Summer-Year 2 |
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| We meet God’s Love in our Community  To describe how we are growing and developing in diverse communities that are God-given   1. Social and Emotional-To recognise the joy and friendship of belonging to a verse community 2. Physical-To describe ways of being safe in communities 3. Spiritual-To celebrate ways of meeting god in out communities |
| VIPS   1. I can talk about the very important people in my life and explain why they are special. 2. I can describe why families are important 3. I can describe what makes someone a good friend. 4. I can describe ways to help resolve arguments and disagreements. 5. I can cooperate with others to achieve a task. 6. I can describe how I can show my special people that I care about them and I understand why this is important. |

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| PSHE Curriculum  Autumn-Year 3 |
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| Safety First   1. I can be responsible for making good choices to stay safe and healthy. 2. I can identify a risky situation and act responsibly. 3. I understand that I can choose not to do something that makes me feel uncomfortable. 4. I know how to stay safe when out and about. 5. I know about dangerous substances and how they affect the human body. 6. I know how to respond in emergency situations. |
| TEAM   1. I can talk about changes and how they might make me feel. 2. I can explain how and why we should work well as a team 3. I can describe how my actions and behaviour affect my team. 4. I can pay attention to and respond considerately to others. 5. I can describe why disputes might happen and strategies to resolve them. 6. I can talk about changes and how they might make me feel |

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| PSHE Curriculum  Spring-Year 3 |
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| Aiming High   1. I can identify achievements and suggest how my actions can help me to achieve 2. I can identify personal goals and suggest actions that I can take to achieve them. 3. I can explain how a positive learning attitude can help me to learn new things 4. I can identify the skills and attributes needed to do certain jobs. 5. I understand that we should all have equal opportunities to follow our career ambitions. 6. I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. |
| One World   1. I can discuss ways in which people’s lives are similar and different and give reasons for these differences. 2. I can explore differences of opinion and identify if I feel these are fair. 3. I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. 4. I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. 5. I can explain what climate change is and how it affects people’s lives and identify what I can do to help. 6. I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this. |

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| PSHE Curriculum  Summer-Year 3 |
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| How we live in Love  To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe   1. Social and Emotional-To describe and give reasons how friendships make us feel happy and safe 2. Physical-To describe and give reasons why friendships can break down, how they can be repaired and strengthened   Spiritual-To celebrate the joy and happiness of living in friendship with God |
| Money Matters   1. I can explain what skills are needed for a range of jobs and why people go to work. 2. I can explain the different ways people pay for things. 3. I can discuss financial risk and borrowing and explain some consequences of this. 4. I understand the different decisions people have to make about how to spend their money. 5. I can explain how adverts try to influence our spending and why they do this. 6. I can explain ways I can keep track of what I spend and why it is important to do this. |

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| PSHE Curriculum  Autumn-Year 4 |
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| Be Yourself   1. I can say the things about myself that I am proud of. 2. I can identify the feelings I have and describe how different emotions feel. 3. I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. 4. I know how to be assertive. 5. I can explore messages given by the media and decide if they are helpful or harmful. 6. I can identify different strategies I can use if I make a mistake. |
| Diverse Britain   1. I can describe what it is like to live in the British Isles. 2. I can talk about what democracy is and understand why it is important. 3. I can talk about what rules and laws are and identify how they help us. 4. I can talk about what liberty means and I can identify the rights of British people. 5. I can describe a diverse society and talk about why it is important. 6. I can explain what being British means to me and to others. |

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| PSHE Curriculum  Spring-Year 4 |
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| Digital Wellbeing-   1. I can identify the positives and negatives of being online. 2. I can be kind online and I can help make the Internet a safer place. 3. I know how to stay safe when communicating online and what to do if I don’t feel safe. 4. I can decide how reliable online information is and know how to share information responsibly online. 5. I can identify things we shouldn’t share online and give reasons why we shouldn’t share them. 6. I understand how technology can affect our wellbeing in different ways. |
| Think Positive   1. I understand that having a positive attitude is good for our mental health 2. I can recognise and manage positive and negative thoughts effectively. 3. I understand that some changes can be difficult but that there are things we can do to cope. 4. I can use mindfulness techniques to keep calm 5. I can identify uncomfortable emotions and manage them effectively 6. I can apply a positive attitude towards learning and take on new challenges. |

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| PSHE Curriculum  Summer-Year 4 |
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| God Loves us in our Differences  To make links and connections to show that we are all different  To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change   1. Social and Emotional-To describe how we all should be accepted and respected 2. Physical-To describe how we should treat others making links with the diverse modern society we live in 3. Spiritual-To celebrate the uniqueness and innate beauty of each of us |
| VIPS   1. I can explain the importance of respecting my VIPs. 2. I can explain how to make and keep fabulous friends. 3. I can identify my own support network. 4. I can demonstrate strategies for resolving conflicts. 5. I can identify what bullying is. 6. I know what to do if someone is being bullied. |

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| PSHE Curriculum  Autumn-Year 5 |
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| Safety First   1. I can take responsibility for my own safety 2. I can assess and manage risks in different situations. 3. I can confidently identify and manage pressure to get involved in risky situations. 4. I can act sensibly and responsibly in an emergency 5. I can identify hazards and reduce risks to keep myself and others safe at home. 6. I know how to stay safe in different outdoor environments. |
| TEAM   1. I can talk about the attributes of a good team 2. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. 3. I can compromise and collaborate to ensure a task is completed. 4. I can reflect on the need to care for individuals within a team. 5. I can identify hurtful behaviour and suggest ways I can help. 6. I can understand the importance of shared responsibilities in helping a team to function successfully. |

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| PSHE Curriculum  Spring-Year 5 |
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| Digital Wellbeing   1. I can identify the benefits of the Internet and know how to look after my digital wellbeing. 2. I know how to stay safe, healthy and happy online and when I use digital technology. 3. I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. 4. I know how to use social media responsibly to protect the health, wellbeing and rights of all. 5. I know what online bullying is and what to do if I see or experience it to help make it stop. 6. I understand not all information online is true and know how to assess the reliability of both text and images. |
| One World   1. I can talk about and understand how e can be responsible global citizens. 2. I can describe what global warming is and what we can do to help prevent it from getting worse. 3. I can explain how our energy use can harm the environment and describe what we can to help. 4. I can describe how we can use water responsibly and understand the importance of doing this. 5. I can understand what biodiversity is and explain the importance of doing all we can to encourage it. 6. I can make choices which make the world a better place and what help people across the world. |

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| PSHE Curriculum  Summer-Year 5 |
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| God Loves us in our Changing and Developing  Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty-sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives   1. Social and Emotional-To show knowledge and understanding of emotional relationship changes as we grow and develop 2. Physical-To show knowledge and understanding of the physical changes in puberty 3. Spiritual-To celebrate the joy of growing physically and spiritually |
| Money Matters   1. I can explain some financial risks we might encounter and can discuss how we can avoid them. 2. I understand how retailers try to influence our spending. 3. I can discuss choices we have when we spend our money. 4. I can explain why we need to budget and how to make one 5. .I can discuss reasons and consequences of borrowing money. 6. I can explain the impact spending has on our environment |

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| PSHE Curriculum  Autumn-Year 6 |
| Aiming High   1. I can understand how people learn new things and achieve certain goals. 2. I can understand that a helpful attitude towards learning can help us succeed in life 3. I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. 4. I can understand that gender, race and social class do not determine what jobs people can do 5. I can understand there are a variety of routes into different jobs which may match my skills and interests 6. I can discuss my goals for the future and the steps I need to take to achieve them. |
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| VIPS   1. I can explain how VIPs who love and care for each other should treat each other. 2. I can identify different ways to calm down when I am feeling angry or upset. 3. I understand that people have different opinions that should be respected. 4. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. 5. I can explain when it is right to keep a secret, when it is not and who to talk to about this. 6. I can recognise healthy and unhealthy relationships. |

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| PSHE Curriculum  Spring-Year 6 |
| Think Positive   1. I understand the concept and impact of positive thinking. 2. I understand the link between thoughts, feelings and behaviours. 3. I can recognise and manage uncomfortable feelings. 4. I understand the importance of making good choices. 5. I can use mindfulness techniques in my everyday life. 6. I can apply a growth mind-set in my everyday life. |
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| Diverse Britain   1. I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. 2. I can explain what a community is and what it means to belong to one. 3. I can explain why and how laws are made and identify what might happen if laws are broken. 4. I can discuss the terms democracy and human rights in relation to local government. 5. I can discuss the terms democracy and human rights in relation to national government. 6. I can investigate what charities and voluntary groups do and how they support the community. |

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| PSHE Curriculum  Summer-Year 6 |
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| The Wonder of God’s Love in Creating New Life  To develop a secure understanding of what stable, caring relationships are and the different kinds there may be  Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage   1. Social and Emotional-To develop a secure understanding that stable and caring relationships, which may be of different types, are at heart of happy families 2. Physical- 3. Spiritual-Show an understanding of how being made in the image and likeness of god informs decisions and actions when building relationships with others, including life-long relationships |
| Careers  To understand the differences between skills and qualities  Careers interests – Twinkl Life sheet  What are skills and qualities? What different ones are needed for certain jobs and careers?  To understand the range of jobs people might do  what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) and that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  To understand the different routes available into careers  that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid and to recognise a variety of routes into careers (e.g. college, apprenticeship, university)  To understand attitudes and feelings around money  living in the wider world and to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ and to identify the ways that money can impact on people’s feelings and emotions |