



PSHE Curriculum – Key Skills and Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world						
Help others feel welcome Try to make our school community a better place Think about everybody's right to learn Care about other people's feelings <i>Work well with others</i> <i>Choose to follow the classroom rules</i>	I understand the rights and responsibilities of being a member in my class <i>I know how to make my class a safe place for everybody to learn</i>	I understand the rights and responsibilities of being a member in my class and school <i>I can help to make my class a safe and fair space to learn</i>	I understand why rules are needed and how they relate to rights and responsibilities <i>I value myself and know how to make someone else feel valued and welcome</i>	I understand how democracy and having a voice benefits the school community <i>I can take on a role in a group and contribute to the overall outcome</i>	I understand my rights and responsibilities as a British citizen and a member of my school <i>I can empathise with people in this country whose lives are different to my own</i>	I know that there are universal rights for all children but for many children these rights are not met <i>I understand my own wants and needs and can compare these with children in different communities</i>
Celebrating Differences						
Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied <i>Try to solve problems</i> <i>Try to use kind words</i>	I can tell you ways that I am different from my friends. <i>I understand these differences make us all special and unique.</i>	I can identify some ways in which my friend is different from me. <i>I can tell you why I value this difference about him/her.</i>	I can tell you about a time when my words affected someone's feelings and what the consequences were. <i>I can give and receive compliments and know how this feels.</i>	I can tell you a time when my first impression of someone changed as I got to know them. <i>I can explain why it is good to accept people for who they are.</i>	I can explain the differences between direct and indirect types of bullying. <i>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</i>	I can explain ways in which difference can be a source of conflict or a cause for celebration. <i>I can show empathy with people in either situation.</i>
Dreams and Goals						
Stay motivated when doing something challenging Keep trying even when it is difficult <i>Work well with a partner or in a group</i> Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals	I can tell you how I felt when I succeeded in a new challenge and celebrated it. <i>I know how to store the feelings of success in my internal treasure chest.</i>	I can explain some of the ways I work cooperatively in my group to create the end product. <i>I can express how it felt to be working as part of this group.</i>	I can evaluate my own learning process and identify how it can be better next time. <i>I am confident in sharing my success with others and know how to store my feelings in my internal treasure chest.</i>	I know how to make a new plan and set new goals even if I have been disappointed. <i>I know what it means to be resilient and to have a positive attitude.</i>	I can describe the dreams and goals of a young person in a culture different from mine. <i>I can reflect on how these relate to my own.</i>	I can describe some ways in which I can work with other people to help make the world a better place. <i>I can identify why I am motivated to do this.</i>
Healthy Me						
Have made a healthy choice Have eaten a healthy balanced diet Have been physically active <i>Have tried to keep themselves and others safe</i> Know how to be a good friend and enjoy healthy relationships.	I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe. <i>I can recognise how being healthy helps me to feel happy.</i>	I can make some healthy snacks and explain why they are good for my body. <i>I can express how it feels to share healthy food with my friends.</i>	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. <i>I can express how being anxious or scared feels.</i>	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. <i>I can identify feelings of anxiety and fear associated with peer pressure.</i>	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. <i>I respect and value my body.</i>	I can evaluate when alcohol is being used responsibly, anti-socially or being misused. <i>I can tell you how I feel about using alcohol when I am older and my reasons for this.</i>



Relationships

<p>Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel hurt and upset Know and show what makes a good relationship.</p>	<p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p>I can identify some of the things that cause me conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.</p>	<p>I can explain different points of view on animal rights issues. I can express my own opinion and feelings on this.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>
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Changing Me 'Journey in Love' (SRE Module)

<p>Children begin to know and understand that they are part of the wonder of God's love and creation. Discuss how we are different from one another. Identify who they play with and what they enjoy doing. Look at the different types of friends they have. Describe how to be a good friend. Recognise that Jesus is our friend. Revisit, recap and reinforce</p>	<p>Children know and understand that they are growing and developing as members of their own family and God's family. Talk about who is in their family. Talk about how fast babies change and grow. Look at happy and sad moment within a family. How is love shown in a family? Know that we are members of God's family.</p>	<p>Children know and understand that they are growing and developing in a God-given community. What is community? Explore school as a community. How can we contribute to the community? As children of God, how should we help each other?</p>	<p>Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness. Who cares for me at home, school, parish, community? How do you keep safe? How do you take care of others? How do you feel if a friend is not there for you or you are not there for them? How can I forgive and include others as Jesus did?</p>	<p>Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. Recognise all pupils grow and develop at a different rate. Identify the development of the baby in the womb. Look at how pupils appreciate their own and others gifts, talents, achievements and all that makes us unique. St Paul's teaching on love</p>	<p>Children know and become aware of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom, etc. They grow further in their understanding of God's presence in their daily lives. Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty- pupils may be divided into male and females and taught separately for this section of the unit. Recognise behaviour changes as we grow up. Identify that physical changes from child to adult means the ability to become a mother or father. Reflect on ways to become more sensitive to the emotional development of oneself and of others.</p>	<p>Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God. Explain how human life is conceived. Recognise male and female reproductive organs- children may be separated into males and females for this section. Know that sexual intercourse occurs between husband and wife. Understand how a child grows within the mother's womb. Understand that God causes new life to begin through the love that parents have for each other. Celebrate God's creative love in creating us as his children.</p>
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