Barcroft Primary School

PSHE Education Curriculum Overview
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<td>Year 1</td>
<td>To contribute to classroom rules; Demonstrating responsibility in looking after something and recognising that they belong to various groups and communities. Basic First Aid</td>
<td>To understand where they are in the learning process. To identify a range of feelings associated with losing (or being reunited) with someone they are close to. To identify different stages of growth. To identify which parts of the body are private. To understand that humans mostly have the same body parts but they can look different from person to person. To name major organs in the body and to know the function of each one.</td>
<td>To identify safe secrets (including surprises) and unsafe secrets. To explain the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</td>
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<td>Recognising new skills require practice; overcoming challenges. Identifying people who helped them at different stages in their lives. Name major organs in the body.</td>
<td>To recognise a range of feelings associated with loss; identify people who can talk to if they are feeling unsafe; understand the school rules keeps us safe.</td>
<td>To recognise how others’ may be feeling by reading body language. To recognise how bad behaviour can affect other people. To identify people who are special to them. To recognise that people’s bodies and feelings can be hurt.</td>
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<td>Year 2</td>
<td>To suggest actions that will contribute positively to the life of the classroom. To be able to explain and use strategies to deal with impulsive behaviour. Identify groups they are part of. Describe strategies for getting on with others in the classroom. Basic First Aid</td>
<td>To understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain the importance of good dental hygiene. Explain how germs can be spread; understand that the body gets energy from food, water and oxygen. Describe how food, water and air get into the body and blood.</td>
<td>To identify safe secrets (including surprises) and unsafe secrets. To explain the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted). Identify special people in the school and community who can help to keep them safe. Teasing and bullying.</td>
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### Year 3

| To explain why we have rules; Consider the possible consequences of breaking the rules. Explain that people living in the UK have different origins Develop skills in discussion and debating an issue. Express opinions and listen to those of others. Understand the difference between 'fact' and 'opinion. Evaluate the validity of statements relating to online safety. Online safety. | To explain some of the feelings someone might have when they lose something important to them. Explain some of the different talents and skills that people have and how skills are developed. Recognise their own skills and those of other children in the class. Identify their achievements and areas of development. To understand how to keep major body organs healthy. | To identify risk factors in given situations; Suggest ways of reducing or managing those risks. Identify key people who are responsible for them to stay safe and healthy. Identify some key risks from and effects of cigarettes and alcohol. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this. To explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. Describe how food, water and air get into the body and blood. To explain the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. To explain why we have rules; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help people to stay healthy and safe. Understand some of the key risks and effects of smoking and drinking. To define the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Suggest strategies for maintaining a positive relationship with their special people. Define the words danger and risk and explain the difference between the two. Identify when it is appropriate or inappropriate to allow someone into their body space. Identify qualities of friendship; Suggest reasons why friends sometimes fall out. Identify different types of relationships; Recognise who they have positive healthy relationships with. To explain why we have rules; Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the home and in the home; Prioritise items of expenditure in the home from most essential to least essential. |

### Year 4

| To understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a To describe 'good' and not so good' feelings and how feelings can affect our physical state. Describe some of the changes that happen to people during their lives. Name some positive and negative feelings; Understand how the onset of puberty can To define what is meant by 'being responsible'; Describe the various responsibilities of those who help people to stay healthy and safe. Understand some of the key risks and effects of smoking and drinking. To identify risk factors in given situations; Suggest ways of reducing or managing those risks. Identify key people who are responsible for them to stay safe and healthy. Identify some key risks from and effects of cigarettes and alcohol. Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 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difference within a democratic process. Discuss and debate linking to media reports and the influence it can make. Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. Understand that humans have rights and also responsibilities.

Basic First Aid

have emotional as well as physical impact. Suggest reasons why young people sometimes fall out with their parents. Identify parts of the body that males and females have in common and those that are different. To understand and explain why puberty happens. To know how body parts change during puberty.

alcohol. Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell. Understand and explain the implications of sharing images online without consent. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).

and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel. Suggest strategies for managing desires.

Understand that they have the right to protect their personal body space. Define the terms ‘negotiation’ and ‘compromise’. Understand that marriage is a commitment to be entered into freely and not against someone's will.

Understand choices as their friends and times when they will choose differently. List some of the ways that people are different to each other (including differences of race, gender, religion).

Discuss and debate linking to media reports and the influence it can make. Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media. Understand that humans have rights and also responsibilities.

To understand that local councillors are elected to represent their local community. Identify, write and discuss issues currently in the media concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Identify and describe the different groups that make up their community;

To identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify some products that they may need during puberty and why. Describe 'star' qualities that 'ordinary' people have. Describe and/or demonstrate how to To explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Recognise that there are positive and negative risks. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Understand ways in which medicines can be helpful or harmful and used safely or

To understand the actual norms around smoking and the reasons for common misperceptions of these. Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ.

To give examples of some key qualities of friendship; Reflect on their own friendship qualities. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Suggest ways of standing up to someone who gives a dare. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things that make a relationship unhealthy. Give

To identify the consequences of positive and negative behaviour on themselves and others. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Identify what things make a relationship unhealthy. Give

To explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory

To explain why the terms ‘income tax’, ‘National Insurance’ and ‘VAT’; Understand how a payslip is laid out showing both pay and deductions; To state the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.

State what the Seven Rs recycling involves; Give examples of voluntary groups, the school community.

Suggest ways ways the Seven Rs recycling methods can be applied to different scenarios. Understand what is meant by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.

Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; To state the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Basic First Aid

Year 6

Human rights – rights of a child. Define the terms ‘fact’, ‘opinion’, ‘biased’ and ‘unbiased’, explaining the difference between them. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Democracy, laws, elections. British laws and how they are made.

Basic First Aid

Identify aspirational goals; Describe the actions needed to set and achieve these. Recognise some of the changes they have experienced and their emotional responses to those changes. Define what is meant by the term stereotype. To define the word ‘puberty’ giving examples of some of the physical and emotional changes associated with it. Identify the changes that happen through puberty to allow sexual reproduction to occur.

unsaferly. Demonstrate strategies to deal with both face-to-face and online bullying. Suggest what someone should do when faced with a risky situation. Know how to protect personal information online.

To describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Recognise that photos can be changed to match society's view of perfect; identify qualities that people have, as well as their looks. Know that all people are unique but that we have far more in common with each other than what is different about us. Risks and effects of drugs.

To explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.

To recognise some of the challenges that arise from friendships. Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise and empathise with patterns of behaviour in peer-group dynamics. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Describe ways in which people show their commitment to each other. Know that some inappropriate touch is also illegal.

To describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.

To explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.

To explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.

To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Describe examples of how bullying behaviours can be stopped.

To explain what we mean by the terms voluntary, community and pressure (action) group.