Curriculum Skills and Progression
Personal, Social and Health Education

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Old Catton Junior School

Skills Map – Personal, Social and Health Education

Old Catton CofE Junior School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) teaching determines and underpins both our curriculum and our Christian Values of Love, Hope and Joy. At OCJS, our PSHE education brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school's timetable and is therefore present in everyday teaching, assemblies, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

PSHE will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and to relate to current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner. PSHE is split into three key areas (Health and Wellbeing, Relationships and Living in the Wider World) but these will not be taught discretely. Instead the lessons embed and combine elements of all three into the learning. These are outlined in the PSHE Association "PSHE Education Programme of Study (Key Stages 1-4) October 2014" (Appendix 1). As such, some themes are repeated to enable a deeper exploration of the related issues.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Old Catton Junior School, our pupils will have the opportunity to develop their knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:
1. Have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria (these have been highlighted in red), others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils' learning. Any writing objectives have been highlighted in blue but because lessons are designed to follow the class' interests and discussions, specific opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher's preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Old Catton Junior School including British Values, Respect and Democracy (including school council).

Please see overleaf for Old Catton Junior School's Long Term Plans (Appendix 2) and the lesson break down for each year group (Appendix 3-6).

3   Year Group Three

Health and Wellbeing	Relationships	Living in the wider world
The Year 3 PSHE programme of study is a cross-curricular, inclusive and engaging programme which has been designed to encourage pupils to ask questions, research and increase their understanding of how their local and wider communities work and cooperate within the wider world. It covers a range of topics including Rules, Climate Change, Cancer and the inspiring stories of historical figures such as Nelson Mandela and Mary Seacole.		

Breaking the Ice	The Environment
PSHE and Citizenship • To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To develop relationships through work and play • To resolve differences by looking at alternatives, making decisions and explaining choices • To agree and follow rules for their group and classroom, and to understand how rules help them • To reflect on and celebrate their achievements • To identify their strengths and areas for improvement, to set aspirational goals	**PSHE and Citizenship:** • To talk and write about their opinions, and explain their views, on issues that affect themselves and society • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To research, discuss and debate topical issues, problems and events • Take responsibility - for example, for planning and looking after the school environment • To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • To develop the skills to exercise responsibilities at home, at school, in the community and towards the environment **Cross-Curricular Objectives** **Geography**

	• Describe and understand key aspects of physical geography, including climate zones and human geography including the distribution of natural resources including energy **Science** • Recognise that environments can change and that this can sometimes pose dangers to living things (Year 4, Living things and their habitats)
Key Language: Rules, fair, equal, class, together, democracy, vote	**Key Language:** Climate, changes, environment, responsibilities, global warming
Skills • Can they see the effect of their actions on others? • Can they independently resolve differences in opinion? • Can they identify and celebrate their achievements? • Can they set relevant goals to help them move forward?	**Skills** • Can they explain their views on environmental issues that are currently affecting them/the world? • Can they research and debate these issues? • Can they understand that they have a role in improving their home, school and environment? • Can they take responsibility of their role in improving the school?

Health	Relationships
PSHE and Citizenship: • To research, discuss and debate topical issues, problems and events • To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • To recognise the different risks in different situations and then decide how to behave responsibly • To understand where individuals, families and groups can get help and support • To talk and write about their opinions, and explain their views, on issues that affect themselves and society. • To have an understanding about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. • To know that charitable organisations can supplement the services that the state is able to provide through the taxation system	**PSHE and Citizenship** • To know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities • To recognise the role of voluntary, community and pressure groups • To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices **Cross-Curricular Objectives** **English**

- To appreciate that resources can be allocated in different ways, and that these economic choices affect individuals and communities
- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- What is meant by the term 'habit' and why habits can be hard to change
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people
- What positively and negatively affects their physical, mental and emotional health (including the media)
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- To research, discuss and debate topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To think about the lives of people living in other places and times, and people with different values and customs

Cross Curriucular Objectives
Science:
- Describe the changes as humans develop to old age (Year 5, Animals including humans)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6, Animals including humans)

- Pupils should be taught develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- Pupils should be taught to:
  - participate in discussions, presentations, performances, role play, improvisations and debates
  - gain, maintain and monitor the interest of the listener(s)
  - consider and evaluate different viewpoints, attending to and building on the contributions of others. (Years 3 and 4, Spoken Language)
- Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. (Years 3 and 4, Writing – Composition)

Design & Technology
- Pupils should be taught to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- Pupils should be taught to set up simple practical enquiries, comparative and fair tests. (Science: Working Scientifically Years 3 and 4) - Pupils should be taught to recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Year 3, Light) - Pupils should be taught to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. (Year 6, Light) **Maths** - Pupils should be taught to Pupils should be taught to interpret and construct pie charts and line graphs and use these to solve problems (KS2, Statistics) **English** - Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (KS2, Writing Composition)	
Key Language: Life Expectancy, Life-cycle, Hospice, Volunteer, Alternative therapies, Cherishing, Pupil, Iris, Retina, Optic nerve, Dilates, Lens, Curable, Dependent, Potentially	**Key Language:** Re-cycle, Strict, Lenient, Pressure Group, Exclusive, Terrorise, Rivalry, Interlinked, Envious, Reject, Worthlessness, Vengeance, Negatively, Positively, Reaction, Negotiate, Rumour
Skills - Can they use their imagination to empathise with how others may feel? - Can they explain their own opinions and views on the situation? - Can they recognise the importance of their own role in living a healthy life? - Can they recognise the views and opinion of difference people? - Can they understand the different roles and responsibilities of different people?	**Skills** - Can they understand the need for different rules and laws? - Can they understand the effects of their actions and behaviour? - Can they understand that resources can be allocated in different ways? - Can they understand what makes a lifestyle healthy? - Do they understand the importance of making an informed decision?
Inspirational People	**Inspirational People**
PSHE and Citizenship: To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	**PSHE and Citizenship:** - To talk and write about their opinions, and explain their views, on issues that affect themselves and society - To research, discuss and debate topical issues, problems and events

- To think about the lives of people living in other places and times, and people with different values and customs
- To feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- To realise the nature and consequences of racism
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To know that helping others sometimes involves courage and personal sacrifice
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To realise the consequences of anti-social and aggressive behaviours such as bullying, racism on individuals and communities

Cross-Curricular Objectives
History
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Science
- Pupils should be taught to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Year 6, Living things and their habitats)

- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- To resolve differences by looking at alternatives, making decisions and explaining choices
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To work collaboratively towards shared goals
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Cross-Curricular Objectives
English:
- Pupils should be taught to plan their writing by:
   o identifying the audience for and purpose of the writing
   o selecting the appropriate form
   o using other similar writing as models for their own

Key Language: Prejudice, Transmission, Hygiene, Ambitions, Apartheid, Amenities, Freedom fighter, Justice, Justified, Retribution, Mercy	**Key Language:** Segregation, Bravado, Converted, Drafted, Reversed, Rift, Ambassador, Negotiate, Aspirations, Team work
Skills - Can they understand the importance and values of different rules and laws?	**Skills** - Can they talk and write about their opinions on different issues? - Can they research and debate topical issues?

• Can they use their imagination to empathise with people living in different times/places? • Can they reflect positively on themselves and set aspirational goals? • Can they understand the consequences of anti-social behaviours, both for the victim and the offender?	• How do they face challenges such as looking for ways to help, making difficult decisions and taking action? • Can they reflect on achievements and identify areas in need of development?

4 Year Group Four

Health and Wellbeing	Relationships	Living in the wider world

The Year 4 PSHE programme of study is a cross-curricular, inclusive and engaging programme which has been designed to encourage pupils to ask questions, research and increase their understanding of how their local and wider communities work and cooperate within the wider world. It covers a range of topics including the making of rules, deforestation, farming methods and current topics such as "Fake News" and the role of the media in spreading information.

Breaking the Ice	Caring for the Environment

PSHE and Citizenship:
- To resolve differences by looking at alternatives, making decisions and explaining choices
- To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view, with increasing confidence
- To develop relationships through work and play
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To agree and follow rules for their group and classroom, and understand how rules help them
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

Cross-Curricular Objectives
English
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (Spoken language)

PSHE and Citizenship:
- To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To take responsibility for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly
- To identify safe, healthy, and sustainable means of travel when planning their journey to school)
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To research, discuss and debate topical issues, problems and events
- Take responsibility - for example, for planning and looking after the school environment
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being
- To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- To develop the skills to exercise responsibilities at home, at school, in the community and towards the environment

	Cross-Curricular Objectives
	Science:
	• Recognise that environments can change and that this can sometimes pose dangers to living things (Year 4, Living things and their habitats)
	• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Year 4, Living things and their habitats)
	• Recognise that environments can change and that this can sometimes pose dangers to living things (Year 4, Living things and their habitats)
Key Language: Rules, fair, equal, class, together, democracy, vote	**Key Language:** Environment, danger, deforestation, resources, global warming
Skills • Can they see the effect of their actions on others? • Can they show empathy for others' feelings? • Can they independently resolve differences in opinion? • Can they identify and celebrate their achievements? • Can they set relevant, increasingly harder goals to help them move forward?	**Skills** • Can they explain their views on environmental issues that are currently affecting them/the world? • Can they research and debate these issues? • Can they understand that they have a role in improving their home, school and environment? • Can they take responsibility of their role in improving the school? • Can they understand the importance of using sustainable methods?
The Environment	**Media**
Citizenship: • To research, discuss and debate topical issues, problems and events • To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities) • To take responsibility (for example, for planning and looking after the school environment; for the needs or others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy, and sustainable means of travel when planning their journey to school)	**PSHE and Citizenship:** • To research, discuss and debate topical issues, problems and events • To explore how the media presents information • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others • To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment **Cross-Curricular Objectives** **Computing:**

Cross-Curricular Objectives **Geography:** • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	• To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Maths** • Pupils should be taught to complete, read and interpret information in tables, including timetables. (Year 5, Statistics) • **Art and Design** • Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture • with a range of materials
Key Language: Energy, responsibility, resources, sustainable	**Key Language:** Donor, Sponsor, Recipient, Motivation, Expertise, Personnel, Statistics, Perspective, Influence, Media, Incidents, Data, Analysing, Foreign aid
Skills • Can they explain their views on environmental issues that are currently affecting them/the world? • Can they research and debate these issues? • Can they understand that they have a role in improving their home, school and environment? • Can they make real choices and decisions to improve their environment?	**Skills** • Can they research, discuss and debate topical media related issues? • Can they understand that the media doesn't always presents information at face value? • Can they understand the importance of the role in passing on information? • Can they recognise reliable and non-reliable information sources?
Social Action	**Ethical Reasoning**
PSHE and Citizenship: • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • To recognise the different risks in different situations and then decide how to behave responsibly	**PSHE and Citizenship:** • To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • To resolve differences by looking at alternatives, making decisions and explaining choice • To consider social and moral dilemmas that they come across in life • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • To learn that their actions affect themselves and others • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other

- To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To learn what positively and negatively affects their physical, mental and emotional health
- To understand how a fairtrade policy can create a more equal market.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To make real choices and decisions
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To work collaboratively towards shared goals
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Cross-Curricular Objectives
Science
- Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Year 3, Animals including Humans)
Geography
- Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (KS2, Human and Physical Geography)
English

people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To research, discuss and debate topical issues, problems and events

• Pupils should be taught to plan their writing in non-narrative material, using simple organisational devices (Years 3 and 4, Writing – Composition) **DT:** • To work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. • Indicate the design features of their products that will appeal to intended users. • To gather information about the needs and wants of particular individuals and groups.	
Key Language: Susceptible, Perishable, Dependant	**Key Language:** Compromise, decision, dilemma, debate
Skills • Can they understand what makes a healthy lifestyle and how to make informed decisions? • Can they recognise risk and how to behave in an appropriate manner? • Can they talk and write about their own views and opinions on issues effecting themselves, with increasing coherency? • Can they recognise their own self-worth and learn what affects their health? • Can they reflect on and celebrate their achievements, identifying both strengths and areas for improvement?	**Skills** • Can they reflect on a range of issues, using their imagination to understand other people's experiences? • Are they able to start resolving difference by looking at alternative viewpoints? • Are they able to understand different types of dilemmas they may face in life? • Are they able to understand the consequences of their actions? • Can they research and debate topical issues?

5   Year Group Five

Health and Wellbeing	Relationships	Living in the wider world
The Year 5 PSHE programme of study is a cross-curricular, inclusive and engaging programme which has been designed to encourage pupils to ask questions, research and increase their understanding of how their local and wider communities work and cooperate within the wider world. It covers a range of topics including the making of rules and laws, immigration, Human and Child Rights and promoting a deeper understanding Brexit.		

Social Action	Cultural Diversity
PSHE and Citizenship: • To agree and follow rules for their group and classroom, and understand how rules help them • To recognise the role of voluntary, community and pressure groups • To listen to other people • To play and work cooperatively • To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals • To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements, by having opportunities to show what they can do and how much responsibility they can take) • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • Understand their actions affect themselves and others • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	**PSHE and Citizenship** • To know that differences and similarities between people arise from several factors, including cultural, ethnic, racial and religious diversity, gender and disability • To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To understand what it is like to join a new community and provide support (or ideas of how to support) those integrating with new communities. • To understand the reasons behind immigration and how immigration can enrich our country. **Cross-Curricular Objectives** **History** • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting) • To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities) • To work collaboratively towards shared goals • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	
Key Language: Rules, Fair, Respect, Collaborate, Choice, Democracy, Equality, Strengths, Improvements, Aspirations, Decision-making	**Key Language:** Comparable, Exclusively, Bland, Complex, Rhythmic, Traditions, Maintained, Adopted, Enriching, Adjusted, Adapting, Immigrant, Integrate
Skills • Can they independently resolve differences in opinion by compromising? • Can they identify and celebrate their achievements? • Can they set relevant, hard but achievable goals to help them move forward? • Can they understand the role money plays in people's lives? • Can they face new challenges positively? • Can they demonstrate to make proactive, real choices/decisions?	**Skills** • Can they recognise the factors that cause differences and similarities between people? • Can they use their imagination to empathise with and understand other people's experiences? • Can they recognise and appreciate the range of identities in the UK? • Can they empathise what it is like to join a new community? • Can they recognise the factors of immigration and the benefits immigration brings?

Human Rights
PSHE and Citizenship • To understand the importance of freedom to make choices • To know that people sometimes have their rights taken away, and have to fight for the freedom that we often take for granted • To research, discuss and debate topical issues, problems and events • To know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To recognise the role of voluntary, community and pressure groups

- To know that some pressure groups exist to defend human rights
- To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To think about the lives of people living in other places and times, and people with different values and customs
- To know that there are different rights and responsibilities at home, at school, and in the community, and that these can sometimes conflict with each other
- To talk and write about their opinions and explain their views on issues that affect themselves and society
- To consider social and moral dilemmas that they come across in everyday life and come up with relevant strategies to solve them.

Cross-Curricular Objectives
History
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

English
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (Spoken language)
- Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Year 5 and 6, Writing - composition)

Design and Technology
- When designing and making pupils should be taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Key Language: Limit, Restrict, Censor, Lobby, Dominate, Deprive, Freedom of expression, Identification, Libel, Slander, Defamation, Liberty, Individual, Career, Essential, Guarantee, Allegations, Investigate.

Skills
- Can they identify the basic human rights and why these are important?
- Can they understand that children are protected by their own rights outline in the United Nations Convention on the Rights of the Child (UNCRC)?
- Can they understand that sometimes people have their rights take away and have to fight from freedom/their rights to be followed?
- Can they understand that sometimes rules need to be changed for different situations?
- Can they recognise organisations set up to protect Human and Child Rights?
- Can they consider what their rights are at home, school and in their communities, and how these may conflict with each other?

Democracy	Conflict Resolution
PSHE and Citizenship	**PSHE and Citizenship**
- To think about the lives of people living in other places and times, and people with different values and customs	- To know that it is possible for everyone to benefit after considering each other's needs.

- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To recognise the role of voluntary, community and pressure groups
- To explore how the media present information
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand what democracy is, and about the basic institutions that support it locally and nationally
- Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To research, discuss and debate topical issues, problems and events
- Understand that their actions affect themselves and others
- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view

SMSC

- Promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- An understanding of how citizens can influence decision-making through the democratic process.

Cross-Curricular Objectives
History

- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

- To know that some charities are working for peace and reconciliation between groups of people and nations.
- To resolve differences by looking at alternatives, making decisions and explaining choices
- To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To research, discuss and debate topical issues, problems and events
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity

Cross-Curricular Objectives
Geography

- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (KS2, Geographical Skills and Fieldwork)

English

- Pupils should be taught to plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary (Yearss 5 and 6, Writing – composition)
- Pupils should be taught to participate in discussions, presentations, performances, role play/improvisations and debates (Years 5 and 6, Spoken Language)

Art and Design

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

• This lesson provides the opportunity for pupils to learn about a significant turning point in British history that extends their chronological knowledge beyond 1066. **English** • Pupils should be taught to participate in discussions, presentations, performances, role play and improvisations and debates (Year 5 and 6, Spoken Language) • Use discussion in order to learn, elaborating and explaining clearly their understanding and ideas (Year 5 and 6, Spoken Language) • Are competent in the arts of speaking and listening, demonstrating to others and participating in debate (Year 5 and 6, Spoken Language)	
Key Language: Fairness, Justice, Democracy, Vote, Equality, Fair, British Values, Rules, Laws	**Key Language:** Negotiate, Mediate, Resolve, Conflict, Tolerance, Resolution, Rift, Promote
Skills • Can they understand the importance of democracy as part of our British Values and identify the key features of it? • Can they understand how laws are made and enforced? • Can they understand in how to take part in the making of and changing of rules/laws? • Can they share their views and opinions, either in discussions or in writing? • Can they explain their views and how these may affect others?	**Skills** • Can they show consider the effect of their actions on both themselves, and on others? • Can they resolve differences by looking at alternatives and explaining their choices? • Can they show to consider dilemma's from different perspectives? • Can they consider how factors such as spiritual, moral, social and cultural can have an affect on opinions and points of view? • Can they show to understand that people are all different based on numerous factors?

6 **Year Group Six**

Health and Wellbeing	Relationships	Living in the wider world
The Year 6 PSHE programme of study is a cross-curricular, inclusive and engaging programme which has been designed to encourage pupils to ask questions, research and increase their understanding of how their local and wider communities work and cooperate within the wider world. It covers a range of topics including the creation and abolishment of rules, why we pay taxes, mental wellbeing, how to make a difference and equal opportunities for everybody.		

Democracy and the Economy	Disasters
PSHE and Citizenship • To agree and follow rules for their group and classroom, and understand how rules help them • To talk and write about their opinions, and explain their views, on issues that affect themselves and society • To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To learn where individuals, families and groups can get help and support • To talk and write about their opinions, and explain their views, on issues that affect themselves and society • To research, discuss and debate topical issues, problems and event • To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • To develop an initial understanding of the concept of 'tax' (e.g. their contribution to society through the payment of VAT)	**PSHE and Citizenship** • To know that when preventative action is taken it can save lives and money • To research, discuss and debate topical issues, problems and events • To recognise the different risks in different situations and then decide how to behave responsibly • To understand school rules about health & Safety, basic emergency aid procedures and where to get help • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To understand that individuals can use their particular talents and skills to make a difference and benefit the community • To care about other people's feelings and try to see things from their points of view • To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities **Cross-Curricular Objectives** **English**

	• To participate in discussions, presentations, performances, role play and improvisations and debates (Years 5 and 6, Spoken language)
	• To plan their writing by:
	   o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Writing – Composition Years 5 and 6)
	   o noting and developing initial ideas, drawing on reading and research where necessary (Writing – Composition Years 5 and 6)
	Geography
	• To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (KS2, Human and Physical Geography)
	Science
	• To recognise that environments can change and that this can sometimes pose dangers to living things (Year 4, Living Things and their Habitats)

Key Language: Rules, Fair, Respect	**Key Language:** Postpone, Divert, Device, Hazard, Pesticides, Exposure, Eliminate, Vulnerable, Analyse, Crust, Remote, Survivor, Volunteer, Equipment, Hygiene, Reputation, Hooligan, Make-shift, Inquest, Prosecute
Skills • Can they consider relevant, appropriate and logical rules for the classroom? • Can they discuss their opinions with a growing eloquence, both verbally and written down? • Can they consider the affect of issues on themselves and on society? • Can they identify places to seek support for both themselves and for family? • Can they understand the importance of sustainability in resources to support communities and individuals? • Can they identify the importance of Tax in providing money for services to provide support?	**Skills** • Can they understand the definition and scope of disasters? • Can they differentiate between human and natural disasters? • Can they understand the importance of preventative, pro-active action? • Can they understand the importance of health & safety, first aid and knowing how to seek help is, both in school and in the community? • Can they consider what skills help to make a difference to society and benefit the community? • Can they understand the importance of considering others' feelings and opinions?

Social Action and Technology	Mental Health
PSHE and Citizenship • To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future • To recognise the role of voluntary, community and pressure groups • To understand that charities can help people help themselves by creating a network • To think about the lives of people living in other places and times, and people with different values and customs • To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • To talk and write about their opinions, and explain their views, on issues that affect themselves and society • To prepare for change • To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting) • To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities) • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • To work collaboratively towards shared goals	**PSHE and Citizenship** • To know that some charities exist to support individuals and families through difficult times. • To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view • To know where individuals, families and groups can get help and support • To recognise, name and deal with their feelings in a positive way • To think about themselves, learn from their experiences and recognise what they are good at • To learn how to set aspirational goals **Cross-Curricular Objectives** **English** • To develop positive attitudes towards and stamina for writing by writing poetry. (Writing – Composition) • To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. (Years 3 and 4, Writing – Composition) **Art and Design** • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • To know about great artists, architects and designers in history

• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people **Cross-Curricular Objectives** **English** • To participate in discussions, presentations, performances, role play, improvisations and debates (Years 5 and 6, Spoken Language) • To gain, maintain and monitor the interest of the listener(s) (Years 5 and 6, Spoken Language) • To consider and evaluate different viewpoints, attending to and building on the contributions of others (Years 5 and 6, Spoken Language) **Maths** • To read and interpret graphs (Year 4, Data Handling) **Design and Technology** • Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. • Understand how key events and individuals in design and technology have helped shape the world. **Physical Education** • To continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.	
Key Language: Application/App, Sustainability. Profitable, Technique, Amphibious, Artificial, Intelligence, Redundancy	**Key Language:** Stress, Pressure, Cope, Symptoms, Resilience, Pessimist, Optimist, Problem, Solution
Skills • Can they recognise and understand a range of different jobs carried out by people they know?	**Skills** • Can they identify what makes a healthy lifestyle? • Can they understand the importance of mental health in having a healthy lifestyle?

• Can they understand the lives of people living in other places and times, with different values and customs? • Can they understand the role of charities in helping people in times of need? • Can the recognise their worth as individuals, celebrate any achievements and identify relevant areas of improvement?	• Can they recognise that the actions of themselves and others' can have an effect on their mental health? • Can they make informed choices in order to have a healthy lifestyle? • Cab they ask for help and support when needed?
Respecting Others	**Ethical Reasoning**

Respecting Others

PSHE and Citizenship
- To know that charities can play an important role in creating a more equal society
- To recognise the role of voluntary, community and pressure groups
- To recognise and challenge stereotypes
- To know that similarities and differences between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c)
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To take part in a simple debate about topical issues
- To recognise choices they can make, and recognise the difference between right and wrong
- To realise that people and other living things have needs, and that they have responsibilities to meet them

Cross-Curricular Objectives
English
- To participate in discussions, presentations, performances, role play/improvisations and debates (Years 5 and 6, Spoken Language)
- To articulate and justify answers, arguments and opinions. (Years 5 and 6, Spoken Language)

Ethical Reasoning

PSHE and Citizenship:
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To resolve differences by looking at alternatives, making decisions and explaining choice
- To consider social and moral dilemmas that they come across in life
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- To learn that their actions affect themselves and others
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To research, discuss and debate topical issues, problems and events.

Maths
- To interpret and construct pie charts and line graphs and use these to solve problems (Year 6, Statistics)

History
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Art and Design
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Key Language: Discriminate, Prejudice, Stereotype, Instinct, Characteristics, Society, Negotiate, Discrimination, Abolition, Campaign, Gay	**Key Language:** Compromise, decision, dilemma, debate
Skills • Can they recognise and challenge steoretyoes? • Can they recognise that everybody has differences and similarities and factors these may stem from? • Can they identify different types of relationships between different people? • Can they identify the factors which make an effective, positive relationship? • Can they identify the effect their behaviour has on others'? • Can they recognise the importance of seeking support when needed and where to find help?	**Skills** • Can they reflect on a range of issues, using their imagination to understand other people's experiences? • Are they able to independently resolve difference by looking at alternative viewpoints? • Are they able to understand and answer different types of dilemmas they may face in life? • Are they able to understand that their actions will lead to direct and indirect consequences? • Can they research, discuss and debate topical issues from different points of view?

Nebula
where stars are born

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Breaking the Ice Our Class Respect Rules PANTS	**Environment** Climate change (parts 1-4)	**Health** The big vote – Cancer Understanding cancer Health care – improving life expectancy Hospice care The gift of sight	**Relationships** Peer Pressure – it's your choice Belonging to groups Jealousy – the green eyed monster	**Inspirational people:** Ghandi Florence Nightingale and Mary Seacole Nelson Mandela	**Inspiring stories:** Young Fundraisers Muhammed Ali How can I m

<u>Year 3 RSE and PSHE Curriculum Overview – Updated Sept 2019</u>

Nebula
where stars are born

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Breaking the Ice Our Class Rules Keeping Safe in Cyberspace PANTS	**Caring for the environment** The value of trees (parts 1-3) Protecting local habitats	**Environment** How should we farm? Water – our most precious resource?	**Media** Fake news Using statistics to understand the world It's a good news day	**Social action** Go-Givers community Centre Homelessness Fair trade How can I make a difference?	**Ethical reasoning** Dilemmas Where do you stand?

Year 4 RSE and PSHE Curriculum Overview – Updated Sept 2019

Nebula
where stars are born

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Social Action **What is a charity?** **What is philanthropy?** **How can I make a difference?**	**Cultural Diversity** Diversities – identities Invaders and settlers Seeking a refugee The immigration debate	**Human rights** Rights and responsibilities – freedom Rights and responsibilities – getting the balance right Individual liberty	**Human rights** The right to education Mind the gap – Developing and developed countries The gap exposed – child labour	**Democracy** Democracy parts 1-3 Brexit parts 1 and 2 Magna Carta	**Conflict resolution** Mediation – resolving conflict Working for peace

Year 5 RSE and PSHE Curriculum Overview – Updated Sept 2019

Nebula
where stars are born

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Class Rules PANTS Democracy and the Economy In times of need Why do we pay taxes? part 1 Why do we pay taxes? part 2	**Disasters - Who's responsible?** Disaster – prevention is better than cure Disaster – Quake Hillsborough the big lies	**Social action and technology** Sharing ideas - network Using technology for good AI How can I make a difference?	**Mental Health** Stressed out Your amazing brain	**Respecting others** Equal opportunities Respecting all our differences (homophobia) Righting wrongs – discrimination against gay people	**Ethical reasoning** Dilemmas Where do you stand? **Digital citizenship** Lessons coming soon!

Year 6 RSE and PSHE Curriculum Overview – Updated Sept 2019