

Summerfields Primary School

PSHE Curriculum Overview

Our Ultimate End Goal:

Our PSHCE education helps our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. Our curriculum empowers children to make positive choices and decisions, whilst learning the vocabulary, skills and knowledge to support their own decision making now and in the future. It helps keep children safe, mentally and physically healthy and prepared for life and work – linked to our school values (Achieve, Belong, Care) – children at Summerfields strive to achieve our school motto of 'be the best we can be'. Our curriculum fosters a sense of mutual respect and an understanding of other's beliefs and opinions and the protected characteristics and British Values are embedded in our curriculum planning.

Curriculum Coverage

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1decision Drop Videos (Others may be done – according to the needs of the children)	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Jealousy Relationships – Friendships	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Worry and Anger Relationships – Bullying and Body Language	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Grief Relationships – Touch	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Jealousy Keeping/Staying Safe – Healthy Living	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Anger Keeping/Staying Safe – Smoking	<u>Autumn 1</u> Are we the same? Feelings and Emotions –Worry Keeping/Staying Safe – Alcohol UK Parliament Week
Blue explores road safety	<u>Autumn 2</u> Keeping/Staying Safe – Road Safety, Washing Hands	<u>Autumn 2</u> Keeping/Staying Safe – Road Safety, Tying shoe laces, Healthy Eating,	<u>Autumn 2</u> Keeping/Staying Safe – leaning out of windows Road Safety Medicines	<u>Autumn 2</u> Keeping/Staying Safe – Road Safety, Cycle Safety Being Responsible – Coming Home on	<u>Autumn 2</u> Keeping/Staying Safe –Peer Pressure Road Safety Being Responsible – Looking out for	
Blue gets lost	<u>Spring 1</u> Celebrating Differences					<u>Autumn 2</u> Keeping/Staying Safe –Water Safety
Blue learns to share						

Blues indoor voice	Computer Safety – Online Bullying	Brushing Teeth	<u>Spring 1</u> Celebrating Differences	Time	Others	Road Safety Being Responsible – Stealing
Green is moving up a year	<u>Spring 2</u> Being Responsible – Water Spillage	<u>Spring 1</u> Celebrating Differences	Computer Safety – Making friends online	<u>Spring 1</u> Celebrating Differences	<u>Spring 1</u> Celebrating Differences	<u>Spring 1</u> Celebrating Differences
Orange feels worried	Our World – Growing in Our World	Computer Safety – Image sharing		Computer Safety – Online Bullying	Computer Safety – Image Sharing	Computer Safety – Making Friends Online
Pink misses mummy		<u>Spring 2</u> Being Responsible – Practice Makes Perfect	<u>Spring 2</u> Being Responsible – Stealing	<u>Spring 2</u> The Working World – Chores at Home	<u>Spring 2</u> The Working World – Enterprise	Computer Safety – Making Friends Online
Pink’s screen time	<u>Summer 1</u> Hazard Watch – Is it safe to eat and drink? Is it safe to play with?	Helping Someone in Need	Our World – Looking after our world	A World Without Judgement – breaking down barriers	A World Without Judgement – Inclusion and Acceptance	<u>Spring 2</u> The Working World – In APP Purchases
Pink is feeling sad	Meaningful Connection. Supporting our Mental Health	Our World – Living in Our World Working in Our World	<u>Summer 1</u> Hazard Watch – Is it safe to eat and drink? Is it safe to play with?			A World Without Judgement – British Values
Rainbow helps at home			Meaningful Connection. Supporting our Mental Health	<u>Summer 1</u> First Aid – First Aid Y4	<u>Summer 1</u> First Aid – First Aid Y5	
Rainbow visits the seaside	<u>Summer 2</u> Fire Safety – Hoax Calling	<u>Summer 1</u> Hazard Watch – Is it safe to eat and drink? Is it safe to play with?	Meaningful Connection. Supporting our Mental Health	Meaningful Connection. Supporting our Mental Health	Meaningful Connection. Supporting our Mental Health	<u>Summer 1</u> First Aid – First Aid Y6
Rainbow feels angry	NSPCC Stay Safe, Speak Out	Meaningful Connection. Supporting our Mental Health		Supporting our Mental Health	Supporting our Mental Health	Meaningful Connection. Supporting our Mental Health
Red goes swimming	Preparing for change		<u>Summer 2</u> Fire Safety – Texting Whilst Driving			Supporting our Mental Health
Red visits the dentist			Enya & Deedee visit the Fire Station	<u>Summer 2</u> Relationships – Appropriate Touch	<u>Summer 2</u> Relationships – Puberty	
Red’s nut allergy			NSPCC Stay Safe, Speak Out	NSPCC Stay Safe, Speak Out	NSPCC Stay Safe, Speak Out	<u>Summer 2</u> Relationships – Puberty/Conception
Yellow play fights		<u>Summer 2</u> Fire Safety – Petty Arson	NSPCC Stay Safe, Speak Out	Preparing for change	Preparing for change	NSPCC Stay Safe, Speak Out
Yellow learns about		Texting whilst	Preparing for change			Preparing for change – transition

germs		Driving NSPCC Stay Safe, Speak Out Preparing for change				to Secondary School (including road safety)
Purple the passenger						

PLEASE NOTE: THIS DOCUMENT IS NOT FINISHED – FURTHER UNITS TO BE ADDED SOON.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Computer Safety:</u> Baseline Assessment Online Bullying	<u>Computer Safety:</u> Image sharing	<u>Computer Safety:</u> Making Friends Online Summative Assessment	<u>Computer Safety:</u> Baseline Assessment Online Bullying	<u>Computer Safety:</u> Image sharing	<u>Computer Safety:</u> Making Friends Online Summative Assessment
Procedural Knowledge – What skills do we want our pupils to have to support PSHCE? <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>	-Understand how your online activity can affect others -Be able to identify the positives and negatives of using technology -Know who and how to ask for help -Be able to recognise kind and unkind comments	-Understand how your online actions can affect others -Be able to name the positive and negative ways you can use technology -Know the risks of sharing images without permission -Understand the types of images that you should and should not post online	-Be able to identify possible dangers and consequences of talking to strangers online -Know how to keep safe in online chat rooms -Be able to name the positives and negatives of using technology -Understand the difference between safe and	-Recognise the key values that are important in positive online relationships -Identify feelings and emotions that may arise from online bullying -Develop coping strategies if we or someone we know is being bullied online -Identify who and how to ask for help	-List reasons for sharing images online -Identify rules to follow when sharing images online Describe the positive and negative consequences of sharing images online -Recognise possible influences and	-To list the key applications we may use now and in the future -Know and understand why some applications have age restrictions -Identify ways to keep yourself and others safe in a range of situations online and offline -Recognise that

			risky choices		pressures to share images online	people may not always be who they say they are online
<p>Propositional Knowledge – What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i></p>	<ul style="list-style-type: none"> -To be able to describe some positive and negative effects on being online -To be able to suggest what we would take if we or someone we know is receiving unkind messages through our computer -To make good decisions about what we post online 	<ul style="list-style-type: none"> -To be able to identify the types of information and images you should and should not share online -To be able to make good decisions about sharing information and images online to keep ourselves and others safe -To know what to do if we are worried about image sharing online 	<ul style="list-style-type: none"> -To know how to keep safe when chatting online -To be able to explain actions we could take if we receive messages from people we don't know and what we should do if an online friend wants to meet up -To know that we should never arrange to meet someone who we do not know 	<ul style="list-style-type: none"> -To be able to describe what counts as online bullying -To be able to explain what actions we could take if we or someone we know is being bullied online -To make good decisions to ensure positive online relationships 	<ul style="list-style-type: none"> -To be able to identify why we may want to share images online and what the positive and negative outcome of this could be -To be able to explain what actions we could take if we or someone we know was being pressured to share images online 	<ul style="list-style-type: none"> -To identify ways to keep ourselves safe when playing online -To be able to explain actions we could take if an online friend wants to meet up -To identify who could help us if we or someone we know is worried about any online activity

Key Vocabulary	Online, positive, negative, permission, chatroom, consequences, opinion, rules, declaration, report, respond, reply, Childline, information, images, personal information, address			Online relationship, online bullying, posting, opinion, romour, APP, image sharing, online activity, false content, age restriction, device, survey, pretending, insulting, social media stories, offensive, illegal, rude, password		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Being Responsible:</u> Baseline Assessment Water Spillage	<u>Being Responsible:</u> Practice Makes Perfect & Helping Someone in Need	<u>Being Responsible:</u> Stealing Summative Assessment	<u>Being Responsible:</u> Baseline Assessment Coming Home on Time	<u>Being Responsible:</u> Looking out for Others	<u>Being Responsible:</u> Stealing Summative Assessment
Procedural Knowledge – What skills do we want our pupils to have to support PSHCE? <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>	-Know how you can help the people around you -Understand the types of things you are responsible for -Know how and understand the importance of preventing accidents -Be able to recognise the differences between being responsible and being irresponsible	-Be able to name ways you can improve in an activity or sport -Understand the importance of trying hard and not giving up -Be able to see the benefits of practising an activity or sport -Be able to learn ways to set goals and work to reach them -Know how you can help other people -Be able to recognise kind and	-Understand differences between borrowing and stealing -Be able to describe how you might feel if something of yours is borrowed and not returned -Know why it is wrong to steal -Be able to understand the differences between being responsible and irresponsible	-Recognise the importance of behaving in a responsible manner in a range of situations -Describe a range of situations where being on time is important -Explain the importance of having rules at home -Describe ways that behaviour can be seen to be sensible and responsible	-Recognise why we should take action when someone is being unkind -Describe caring and considerate behaviour, including the importance of looking out for others -Demonstrate why it is important to behave in an appropriate and responsible way -Identify how making some choices can impact others' lives in a negative way	-Explain what consent means -Recognise the importance of being honest and not stealing -Explain why it is important to have a trusting relationship with friends and family -Identify how making some choices can impact others' lives in a negative way

		<p>thoughtful behaviours and actions</p> <ul style="list-style-type: none"> -Understand the risks of talking to people you don't know very well in the community -Be able to identify the differences between being responsible and being irresponsible 				
<p>Propositional Knowledge – What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i></p>	<ul style="list-style-type: none"> -To explain how accidents could be prevented through responsible behaviour -To make choices to keep ourselves and others safe -To know the difference between being honest and dishonest 	<ul style="list-style-type: none"> -To be able to name our best qualities -To identify something we want to get better at and how we could go about it -To be able to name some people in the community that help us -To name ways we can be kind and thoughtful and help others 	<ul style="list-style-type: none"> -To give examples of the difference between borrowing and stealing -To explain the consequences for stealing and how it affects others 	<ul style="list-style-type: none"> -To be able to give an example of how rules keep us safe -To be able to give an example of why being on time is important 	<ul style="list-style-type: none"> -To identify a range of ways we can be kind and look out for others -To explain what actions we could take if someone is being unkind to us or someone we know 	<ul style="list-style-type: none"> -To be able to explain what theft is and the consequences for it -To explain what is meant by consent and give some examples -To explain why trusting relationships are important

Key Vocabulary	Responsibility, borrowing, thoughtful, accident, consequences, stealing, qualities, abilities, dishonest, honesty, responsible, improve, manners, appropriately, self-respect, irresponsible			Responsible, punctual, consent, honest, circumstances, irresponsible, appointment, inconsiderate, possession, permission, considerate, stealing, trust, borrowing		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Our World</u> Baseline Assessment Growing in Our World	<u>Our World</u> Living in Our World Working in Our World	<u>Our World</u> Looking after our World Summative Assessment	<u>The Working World</u> Baseline Assessment Chores at Home	<u>The Working World</u> Enterprise	<u>The Working World</u> In APP Purchases Summative Assessment
Procedural Knowledge – What skills do we want our pupils to have to support PSHCE? <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>	-Understand the needs of a baby -Be able to recognise what you can do for yourself now you are older -Be able to describe common features of family life -Be able to recognise the ways in which your family is special and unique	-Understand why we should look after living things -Be able to identify how we can look after living things both inside and outside of the home -Recognise why it is important to keep our communities and countryside clean -Be able to encourage others to keep their communities and countryside clean -Understand different ways we	-Be able to explain the meaning of reduce, reuse, recycle -Recognise how we can help look after our planet -Be able to identify how to reduce the amount of water and electricity we use -Understand how we can reduce our carbon footprint	-Identify ways in which we can help those who look after us -Explain the positive impact of our actions -Describe the ways in which we can contribute to our home, school and community -Identify the skills we may need in our future job roles	-Understand and explain why people want to save money -Identify ways in which we can help out at home -Budget for items we would like to buy -Recognise ways to make money and the early stages of enterprise	-Know and understand various money related terms -Recognise some ways that we can spend money via technology -Describe the potential impact of spending money without permission -Identify strategies to save money

		<ul style="list-style-type: none"> can receive money -Know how to keep money safe -Be able to describe the skills you may need in a future job or career -Be able to recognise the differences between wants and needs 				
<p>Propositional Knowledge – What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i></p>	<ul style="list-style-type: none"> -Be able to describe what a baby needs to grow -To name some things that they are able to do for themselves now that they are older -be able to say why their family is special 	<ul style="list-style-type: none"> -Be able to answer the following questions – How can we look after others? How can we look after pets? How can we look after house and garden plants? -Be able to explain how we can keep our communities safer and cleaner -Be able to list ways that people can receive money and what goods/services 	<ul style="list-style-type: none"> -Give a simple explanation of reduce, reuse, recycle -List several ways that we can help look after the planet – including how to save water and reducing electricity usage 	<ul style="list-style-type: none"> -To give at least one example of ways we can support our society, community and friends and family -To recognise skills they may need in the future and how they would help in certain job roles -To explain what a stereotype is and how this can affect peoples’ job choices 	<ul style="list-style-type: none"> -Give examples of things people may want to save up for -Consider why people have to prioritise their wants and needs when saving -List some ways to make money (Enterprise) 	<ul style="list-style-type: none"> -Name some money related terms and explain what they are (e.g. loan, tax, credit card, debit card etc.) -To explain how spending money without permission (via In APP purchases) can affect the family budget -Name ways that a family can save money

		that they might spend it on -To think of a job or career that they may want in the future and describe some skills they may need to do it				
Key Vocabulary	re-use, reduce, recycle, wildlife, spend, bills, debit card, environment, spend, receive, save, credit card, planet, community, world, unique, carbon dioxide, global warming, humans, common, carbon footprint, protect			enterprise, income tax, self-motivation, contribution, VAT, society, volunteer, fundraising, tax, stereotype, chore, priority, independence, HM Revenues and Customs, loan, bank account, fair trade, gambling, credit card, debt, wages, debit card, interest, In APP purchases		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<u>A World Without Judgement</u> Baseline Assessment Breaking Down Barriers	<u>A World Without Judgement</u> Inclusion & Acceptance Adult's & Children's views	<u>A World Without Judgement</u> British Values Summative Assessment
Procedural Knowledge – What skills do we want our pupils to have to support PSHCE? <i>How will these skills build on what went before and help prepare our children for what is coming next?</i>				-Recognise positive attributes in others -Explain why being different is okay -Recognise your own strengths and goals, and understand that these may differ from	-Identify some of the ways in which we are different and unique -Explain some of the elements which help us to have a diverse community -Describe strategies to	-Understand that there are a wide range of religions and beliefs in the UK -Explain each of the British values -Create a range of values for our educational setting

				those around you -Identify some of the ways we can overcome barriers and promote equality	overcome barriers and promote diversity and inclusion	-Explain how all religions can live in cohesion
Propositional Knowledge – What key concepts or knowledge will we need? <i>What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?</i>				-Be able to explain their own strengths and identify things that they would like to work on -Be able to explain how we can include others and say why promoting equality is important	-Be able to say what makes them unique -Give a simple definition of discrimination -Be able to name a few of the protected characteristics	-Be able to name some of the British Values -Be able to explain why the British values are important
Key Vocabulary				inclusion, acceptance, discrimination, equality, barrier, disability, cohesion, differences, attributes, equal rights, similarities, judgement, diversity, stereotype, respectful, democracy, tolerance, unique, rule of law, British values, hate crime, anti-social, mutual respect, individual liberty, polite, courteous		