



**PSHE CURRICULUM  
YEAR A**

| UNIT     | Key Stage 1  | Key Stage 2  |
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| <b>1</b> | <p><b>Me and My School</b><br/>Pupils should be taught about:<br/>Explaining the role of the school council and its members<br/>Listing some of the skills of School Council Representative and recognising some of their own skills and attributes<br/>Learning to have a more detailed understanding of the role of the pupil council.<br/>Recognising, naming and dealing with feelings</p>   | <p><b>Me and My School</b><br/>Pupils should be taught about:<br/>Participating in the school's decision- making process and explain what democracy means<br/>Taking part in debate in a respectful way<br/>Participating in the school's decision-making process, relating it to democratic structures and processes such as council, parliaments, government and voting.</p>   |
| <b>2</b> | <p><b>Me and My Relationships</b><br/>Pupils should be taught about:<br/>Valuing themselves<br/>Recognising and valuing similarities and differences between people<br/>Understanding friendship<br/>Identifying strategies to resolve simple arguments<br/>Understanding that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying<br/>Developing and maintaining a variety of healthy relationships within a range of context<br/>Knowing how to recognise some choices they can make</p> | <p><b>Me and My Relationships</b><br/>Pupils should be taught about:<br/>Recognising features of positive friends<br/>Recognising and understanding changing emotions as I grow up<br/>Understanding the human life cycle and how the body changes to introduce some basic physical changes for boys and girls that occur during puberty<br/>Knowing that there are 'safe' and 'unsafe' touches and to understand that people they know could be a potential threat<br/>Recognising and understanding changing emotions as I grow u<br/>Learning strategies to express how I am feeling<br/>Understanding that loss and change are a natural part of life's experiences<br/>Recognising the different sorts of families<br/>Understanding the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br/>Knowing strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support<br/>Knowing about how behaviour can affect others<br/>Taking responsibility for their actions<br/>Resolving arguments without hurting someone and how to get help if someone is hurt<br/>Recognising features of a positive friendship</p> |
| <b>3</b> | <p><b>Me and Other People</b><br/>Pupils should be taught about:<br/>Understanding and respecting racial diversity in Britain today<br/>Understanding and respecting the range of families in society today<br/>Knowing and understanding that they belong to various different groups and families</p>  | <p><b>Me and Other People</b><br/>Pupils should be taught about:<br/>Knowing and appreciating the range of national, regional, religious and ethnic identities in the United Kingdom<br/>Understanding personal identity and what contributes to who we are<br/>Knowing and understanding what being part of a community means and about the various institutions that support communities locally and nationally<br/>Respecting equality and being a productive member of a diverse community</p>   |

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| 4    | <p><b>Me in the World</b></p> <p>Pupils should be taught about:</p> <p>Recognising that living things have needs.<br/>         Know how to recognise the needs people have.<br/>         Understanding what improves and harms our local, natural and built environments and about some of the ways people look after them<br/>         Knowing that I like and dislike, what is fair and unfair, and what is right and wrong<br/>         Understanding how to move into a new class / year</p> | <p><b>Me in the World</b></p> <p>Pupils should be taught about:</p> <p>Knowing and understanding that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment<br/>         Knowing and recognising positive things about myself and achievements: how to set goals to help achieve personal outcomes<br/>         Knowing the range of jobs done by people they know and understanding how they develop their skills to make contributions in the future</p>   |
| UNIT | Key Stage 1  | Key Stage 2  |
| 1    | <p><b>Me and My School</b></p> <p>Pupils should be taught about:</p> <p>Explaining the role of the school council and its members<br/>         Knowing some of the skills of school council representative and recognising some of their own skills and attributes<br/>         Knowing and having a detailed understanding of the role of the pupil council<br/>         Knowing how to recognise, name and deal with feelings</p>  | <p><b>Me and My School</b></p> <p>Pupils should be taught about:</p> <p>Participating in the school’s decision-making process, relating it to democratic structures and processes such as council, parliaments, government and voting and understand democracy.<br/>         Expressing an opinion in a respectful way.<br/>         Discussing (in depth) democracy as a British Value.</p>   |
| 2    | <p><b>Me and My Safety</b></p> <p>Pupils should be taught about:</p> <p>Knowing and can identify some things which might be dangerous in my home<br/>         Knowing what I might do if I find something which could be dangerous at home<br/>         Knowing how to keep myself safe when walking<br/>         Knowing some things I can do to make my homes safer<br/>         Knowing that we / I can phone 999 in an emergency</p>   | <p><b>Happy, Healthy Me (Block 1)</b></p> <p>Pupils should be taught about:</p> <p>Understanding which, why and how commonly available substances and drugs (including tobacco) could damage their immediate and future health and safety<br/>         Understanding that medicines are drugs and the potential dangers of using incorrectly, understand which, why and how commonly available substances and drugs (including tobacco) could damage their immediate and future health and safety<br/>         Understanding that people can be allergic to certain substances and what to do if someone has a severe allergic reaction<br/>         Recognising that some diseases can be prevented through vaccination and immunisation<br/>         Understanding that bacteria and viruses affect health and following simple safe routines can reduce their spread<br/>         Understanding how to make informed choices and to begin to understand the concept of a balanced lifestyle<br/>         Recognising opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet / lifestyle.</p> <p><b>Happy, Healthy Me (Block 2)</b></p> <p>Pupils should be taught about:</p> <p>Understanding the human life cycle and how the body changes to introduce some basic physical changes for boys and girls that occur during puberty<br/>         Recognising the difference between males and females and learn the agreed names of body parts<br/>         Understanding the human life cycle and how the body changes to introduce some basic physical changes for boys and girls that occur during puberty</p> |

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| <p><b>3</b></p> | <p><b>Happy, healthy me</b></p> <p>Pupils should be taught about:</p> <p>The names of the main parts of the body including external genitalia</p> <p>Knowing that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private</p> <p>Knowing how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Knowing different ways to keep healthy – healthy eating</p> <p>Knowing different ways to keep healthy – physical health</p> <p>Understanding different ways to keep healthy – physical health – sleep</p> <p>Understanding different ways to keep healthy – mentally healthy - feelings</p> <p>Understanding different ways to keep healthy – mentally healthy – feelings – coping with change / loss</p> <p>Understanding the importance of and how to maintain personal hygiene (cleanliness)</p> <p>Understanding the importance of and how to maintain personal hygiene (response to coughing, sneezing and sickness)</p> <p>Knowing that medicine (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy.</p> | <p><b>Me and my safety</b></p> <p>Pupils should be taught about:</p> <p>The difference between secrets and surprises and who to turn to for help and support</p> <p>Judging what type of physical contact is acceptable or unacceptable, understand what to do if they experience unacceptable touches</p> <p>Knowing that pressure to behave in an unacceptable or risky way can come from a variety of people</p> <p>Understanding and being able to resist peer and media pressure</p> <p>Understanding what is meant by first aid and some of the basic techniques for dealing with common injuries (bruises, scalds, burns, head injuries, asthma attack)</p> <p>How to respond and react in an emergency situation</p> <p>Rules for keeping safe on Cheddleton’s waterways</p> <p>Identifying risk in a range of situations</p> <p>Identifying possible dangers from hazards in the home, school or local area.</p> |
| <p><b>4</b></p> | <p><b>Me in the World – Money</b></p> <p>Pupils should be taught about:</p> <p>Understanding how much money you have and how you can use it</p> <p>Understanding that people make different choices about how to save and spend money</p>   | <p><b>Me in the World – Money</b></p> <p>Pupils should be taught about:</p> <p>Recognising that people make spending decisions based on priorities, needs and wants and that spending decisions can affect others and the environment</p> <p>Understanding the different ways to pay for things and the choices people have</p>   |