



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

PSHE CURRICULUM: LONG TERM PLAN



| | AUTUMN TERM Relationships | SPRING TERM Living in the Wider World | SUMMER TERM Health and Wellbeing |
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| Y1 | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Identify people who care for them eg. parents, siblings, grandparents, relatives, friends, teachers Know the importance of telling someone — and how to tell them — if they are worried Know what it means to keep something private, including parts of the body that are private Understand how kind and unkind behaviour can make people feel Know what respect means <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect for Others / A6: Resolve Conflict / B2: Rights and Responsibilities / B3: Freedom of Speech / B4: Equality / B6: Mutual Respect / C2: My Community / C3: The Local Community</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand rules, rules at home, rules outside (community) Know what recycling is and how this benefits our community. Identify how and why people use the internet. Explain how people find things out and communicate safely with others online. Recognise that everyone has different strengths. Appreciate there are different jobs in our community & the work people do. <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A4: Challenging Views / A8: Showing Initiative / B2: Rights And Responsibility / B6: Mutual Respect / B8: Rule of Law / B10: Respect for Public Institutions / C2: My Community / C3: The Local Community / C10: Contributing Positively / D1: Staying Safe / D2: Internet / D3: Social Media</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand about physical activity and how it keeps people healthy Know ways to take care of themselves on a daily basis and hygiene routines, e.g. hand washing Identify their likes and dislikes and what they are good at Be able to recognise their feelings and those of others through behaviours eg. Actions and words Know about age restrictions on films, toys, games and play areas. Identify and name safe adults who they can talk with. <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect For Others / A4: Challenging Views / A8: Showing Initiative / B2: Rights And Responsibility / B4: Equality / B6: Mutual Respect / C2: My Community / C4: Acceptance and Understanding of Different Cultural Traditions / C5: Diversity / C10: Contributing Positively / D1: Staying Safe / D2: Internet</i></p> |
| Y2 | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Know how to be a good friend, e.g. kindness, listening, honesty Know strategies for positive play with friends, e.g. joining in, including others, etc. How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use Identify the things they have in common with their friends, classmates, and other people Demonstrate how to share their ideas and listen to others <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect for Others / A6: Resolve Conflict / A8: Showing Initiative / B2: Rights and Responsibilities / B4: Equality / B6: Mutual Respect / C2: My Community / C3: The Local Community / C5: Diversity / C10: Contributing Positively / D1: Staying Safe</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Describe being part of different groups and the role they play in these groups. Understand that different people have different needs e.g. dementia. Know the benefits of using the internet and digital devices. Identify how people find things out and communicate safely with others online. Know what money is and how to look after it safely. Recognise the needs and wants of people, when making choices about spending or saving money. <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A8: Showing Initiative / B2: Rights and Responsibility / B6: Mutual Respect / C2: My Community / C3: The Local Community / C4: Accepting and Understanding Different Cultural Traditions/ C10: Contributing Positively / D1: Staying Safe / D2: Internet / D3: Social Media / E1: Power of the Press / H1: Knowledge of Main World Faiths / H4: Acceptance and Understanding of Different Religious Traditions</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Know that a good sleep routine maintains good physical and mental health Know that strategies such as: playing outside, listening to music, spending time with others is a good way to improve / change mood. Name the external genitalia for males and females including: vulva, vagina, penis and testicles. Name goals in readiness for year 3 Be able to identify risk e.g. road, water, rail safety and medicines Name different emergency services available e.g. police, fire officers, ambulance/paramedics. Know how to dial 999 (selecting the correct service) and know what to say in an emergency / how to act. <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect For Others / A8: Showing Initiative / B2: Rights And Responsibility / B4: Equality/ B7: Individual Liberty / B10: Respect for Public Institutions / C2: My Community</i></p> |
| Y3 | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Name various types of families including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Identify the positive aspects of being part of a family, such as spending time together and caring for each other | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand the importance of abiding by the law and what might happen if rules and laws are broken. Recognise what human rights are and how they protect people. Recognise that images and information online can be altered or adapted and the reasons for why this happens. | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand the effect of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health |

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| | <ul style="list-style-type: none"> Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision Understand that that bullying and hurtful behaviour is unacceptable in any situation Recognise respectful behaviours e.g. helping or including others, being responsible Know what it means to treat others, and be treated, politely <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect for Others / B2: Rights and Responsibilities / B4: equality / B6: Mutual Respect / C2: My Community / C3: The Local Community / C4: Acceptance and Understanding of Different Cultural Traditions / C5: Diversity / D1: Staying Safe / D2: Internet</i></p> | <ul style="list-style-type: none"> Make safe, reliable choices from search results. Recognise common myths and gender stereotypes related to work. Know some of the skills needed to do a job, such as teamwork and decision-making. <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A6: Resolving Conflict / A7: Stereotyping / B2: Rights and Responsibilities / B4: Equality / B6: Mutual Respect / B4: Individual Liberty / B8: Rule of Law / C2: My Community / C3: The Local Community / C5: Diversity / D1: Staying Safe / D2: Internet / D5: Social Networking Pressures / F6: Threats and Freedom from Harm / F7: Staying Safe in Society</i></p> | <ul style="list-style-type: none"> Be aware of basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn / remembering what they are good at Predict how to assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen Know how to help keep themselves safe in the local environment or unfamiliar places <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect For Others / A4: Challenging Views / A5: Persuasion and Influence / A8: Showing Initiative / B2: Rights And Responsibility / B3: Freedom of Speech / B4: Equality / B8: Rule of Law / B9: Acceptance of Others' Beliefs and Faiths / C2: My Community / C3: The Local Community / C4: Acceptance and Understanding of Different Cultural Traditions / C5: Diversity / C10: Contributing Positively / D1: Staying Safe / F7: Staying Safe in Society</i></p> |
| <p>Y4</p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Know about the features of positive healthy friendships such as mutual respect, trust and sharing interests Know what to do or whom to tell if they are worried about any contact online Understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know Recognise differences between people such as gender, race, faith Develop a vocabulary to sensitively discuss difference and include everyone <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / B2: Rights and Responsibilities / B4: Equality / B6: Mutual Respect / C2: My Community / C3: The Local Community / C5: Diversity / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Networking Pressures / F3: Hate Crime (including disability)</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <p>To recognise that they belong to different communities as well as the school community</p> <p>Understand how individuals can help communities e.g. through volunteering and work</p> <p>To know ways to show compassion e.g. support homelessness in our city, local charities, community groups etc.</p> <p>To understand organisations can use personal information to encourage people to buy things</p> <p>To know that the order of search results can affect what information people access as they are based on popularity</p> <p>Understand what a budget is and how different people spend this based on their values and needs</p> <p>Know how to keep track of money and why it is important to know how much is being spent</p> <p>To recognise different ways to pay for things and why they are used</p> <p><i>PREVENT: A3: Respect for Others / A6: Resolving Conflict / A8: Showing Initiative / B2: Rights and Responsibilities / B6: Mutual Respect / C1: What is Community? / C2: My Community / C9: Community Cohesion / D1: Staying Safe / D2: Internet / D4: Social Networking Patterns / D5: Social Networking Pressures / E1: Power of the Press</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand what good physical health means and how to recognise early signs of physical illness Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health Identify external genitalia and reproductive organs Share personal hygiene routines during puberty including washing regularly and using deodorant Know about the effects of common drugs (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect For Others / A4: Challenging Views / A5: Persuasion and Influence / A8: Showing Initiative / B2: Rights And Responsibility / B6: Mutual Respect / C2: My Community / C5: Diversity</i></p> |
| <p>Y5</p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication Know how to ask for, give and not give permission for physical contact Identify how it may feel in a person's mind and body when they are uncomfortable Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Recognise that everyone should be treated equally <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect for others / A4: Challenging Views / A5: Persuasion and Influence / A9: Identifying and Combatting Discrimination / B2: Rights and Responsibilities / B4: Equality / B6: Mutual Respect / B8: Rule of Law / C3: The Local Community / C4: Acceptance and Understanding of Different Cultural Traditions / C5: Diversity / C9: Community Cohesion / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Networking Pressures / F3: Hate Crime / F4: Harassment / G1: Respect for Self and Self Worth</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand how resources such as funding are allocated and the effect this has on individuals, the environment and the local community eg. New police stations, homeless shelters, community hubs, etc. Recognise the responsibility humans have of protecting the environment, animals and living things through charity, volunteer work, fundraising etc. Identify the different uses of media and their purposes (entertain, inform, persuade and advertise) Explore how online content can be judged as both safe and reliable; understand how this can lead to and promote stereotypes Determine which factors play a key role in influencing career choices (eg. interests/hobbies, family, pay, working conditions, education) and understand the role ambition can play in achieving a future career Define diversity and inclusion Be aware of stereotyping in the workplace, its impact and how to challenge it <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A4: Challenging Views /</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> Understand what good physical health means and how to recognise early signs of physical illness Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health Identify external genitalia and reproductive organs Share personal hygiene routines during puberty including washing regularly and using deodorant Know about the effects of common drugs (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect For Others / A4: Challenging Views / A8: Showing Initiative / B2: Rights And Responsibility / B4: Equality / B6: Mutual Respect / B8: Rule of Law / C3: The Local Community / C5: Diversity / C6: The Global Community / C9: Community Cohesion / D1: Staying Safe / D5: Social Media Pressures / D7: Staying Safe in Society</i></p> |

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| | | <p><i>A6: Resolving Conflict / A7: Stereotyping / B2: Rights and Responsibilities / B4: Equality / B5: Democracy / B6: Mutual Respect / C2: My Community / C3: The Local Community / C5: Diversity / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Media Pressures / E1: Power of the Press / E2: Propaganda</i></p> | |
| <p>Y6</p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> • Know that people who love each other can be of any gender, ethnicity or faith • Know that people have the right to choose whom they marry or whether to get married • Have strategies to respond to pressure from friends including online • Know what consent means and how to seek and give/not give permission in different situations • Understand to discuss issues respectfully, listening to other points of view <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A4: Challenging Views / A5: Persuasion and Influence / B2: Rights and Responsibilities / B3: Freedom of Speech / B6: Mutual Respect / C3: The Local Community / C5: Diversity / C10: Contributing Positively / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Networking Pressures / G1: Respect for Self and Self Worth</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> • Define the word discrimination and understand what it means in context • Differentiate between prejudice and discrimination using safe strategies to challenge this • Understand how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • Understand how to recognise when images might have been altered and why people do this • Know how to recognise what is appropriate to share online • Explain how to report inappropriate online content or contact • Know how having or not having money can impact on a person's emotions, health and wellbeing • Know how to get help if they are concerned about gambling or other financial risks <p><i>PREVENT: A2: Making Choices / A3: Respect for Others / A4: Challenging Views / A6: Resolving Conflict / A7: Stereotyping / A9: Identifying and Combatting Discrimination / B2: Rights and Responsibilities / B4: Equality / B5: Democracy / B6: Mutual Respect / B7: Individual Liberty / B8: Rule of Law / C2: My Community / C3: The Local Community / C4: Acceptance and Understanding of Different Cultural Traditions / C5: Diversity / C9: Community Cohesion / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Media Pressures / E1: Power of the Press / E4: Staying Safe / F3: Hate Crime / F4: Harassment / F6: Threats and Freedom from Harm</i></p> | <p>CORE LEARNING (KNOWLEDGE & SKILLS):</p> <ul style="list-style-type: none"> • Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Be aware of strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Know about the transition to secondary school and how this may affect their feelings • Know that pregnancy occurs when a sperm meets an egg and the fertilised egg settles into the lining of the womb • Know that images or texts can be quickly shared with others, even when only sent to one person, and what the impact of this might be • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs <p><i>PREVENT: A1: Values / A2: Making Choices / A3: Respect for Others / A4: Challenging Views / A5: Persuasion and Influence / A6: Resolve Conflict / A8: Showing Initiative / A9: Identifying and Combatting Discrimination / B2: Rights and Responsibility / B4: Equality / B8: Rule of Law / C2: My Community / C3: The Local Community / C5: Diversity / D1: Staying Safe / D2: Internet / D3: Social Media / D5: Social Networking Pressures / E1: Power of the Press / E2: Propaganda</i></p> |