

Bessemer Grange Primary School PSHE Curriculum

	Health & Wellbeing		Relationships		Living in the Wider World	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>About where they live & belong & what they can do.</p> <p>About feelings and goals.</p>	<p>About how they are improving & growing.</p> <p>SRE: CWP</p> <p>Keeping well & clean</p> <p><i>The Boy who hated toothbrushes</i> Z. Hicks</p> <p>About basic hygiene.</p>	<p>About who keeps them safe & how.</p> <p>About what is safe and unsafe.</p> <p>What friends are.</p>	<p>SRE: CWP</p> <p>Who are special people and that everyone's different.</p> <p>More about how people feel.</p>	<p>About how to co-exist & be helpful.</p> <p>What accidents are.</p> <p>About rules for games & who makes them.</p> <p>Take part in a class vote.</p>	<p>How to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group & class rules & to understand how these rules help them.</p>
	<p>Families</p> <p><i>I'll take you to Mrs Cole</i> N. Gray & M. Foreman</p> <p><i>All Kinds of Families</i> M. A. Hoberman</p>					
1	<p>To tell how people are feeling and to show some self-awareness</p> <p>How to keep themselves clean & how to brush their teeth effectively</p> <p>DATE (CWP)</p> <p>Know how to protect themselves from household products, including medicines</p> <p>SRE (CWP)</p> <p>To name main parts of the body including genitalia</p>	<p>About different types of friends, including grown up ones</p> <p>The difference between secrets & surprises & the importance of not keeping adults secrets, only surprises</p>	<p>About what happens when things get lost or change & how to express how they feel</p> <p>About special memories to make a memory box</p>	<p>to understand the difference between fantasy and reality</p> <p>about other people's opinions and construct a simple survey</p> <p>to learn about the environment and take part in a recycling activity</p>	<p>About road safety & who keeps us safe</p> <p>To understand the role of the emergency services</p>	

	Be able to describe some elements of the growth cycle					
	Families & Care <u>Who's in a Family?</u> R. Skutch <i>Mrs Wobble the Waitress</i> J, & A. Ahlberg <i>The Family Book</i> T. Parr <i>Mrs Vole the Vet</i> A. Ahlberg & E. Chichester Clark					
2	<p>About what healthy people do & to describe the components of a healthy day</p> <p>Research, debate & discuss topical issues, problems & events concerning health & wellbeing & offer their appropriate recommendations to appropriate people</p> <p>Use their learning to plan a healthy lunchbox</p> <p>to show an understanding of key bodily functions</p> <p>to learn about exercise & what makes places healthy Begin to make real, informed choices that improve their physical & emotional health to plan & carry out a programme of exercise.</p>	<p>SRE (CWP) About babies & birth & the process of growing from young to old</p> <p>How people's needs change & responsibilities that increasing independence may bring</p> <p>DATE (CWP) that household products, including medicines, can be harmful if not used properly</p>	<p>About truth & lies & diversity (what makes a good friend, what is fair & unfair, what is right & wrong)</p> <p>More about teasing & bullying, different types of teasing & bullying & that these are wrong</p> <p>Consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities</p> <p>How to resist teasing or bullying, if they experience or witness it whom to go to & get help</p> <p>To understand about feelings associated with friendships breaking up or moving away</p> <p>To set simple but challenging goals, learn from experiences & recognise their</p>	<p>That babies need care & attention (love) in order to calm them if they are upset</p> <p>About people who look after them, their family networks, who to go to if they are worried & how to attract their attention, ways that pupils can help these people look after them & identify special people & how they care for them</p> <p>About who to talk to if they have concerns, questions or worries, to know difference between surprises & secrets & not to keep adults secrets</p>	<p>About money & spending, to role-play simple financial transactions</p> <p>Rules for keeping physically & emotionally safe (including road safety, cycle safety)</p> <p>Rules for safety in the environment</p> <p>About online safety</p> <p>To listen to other people, play & work cooperatively (including strategies to resolve arguments)</p> <p>To offer constructive support & feedback to others</p> <p>SRE (CWP) <u>William's Doll</u> C. Zolotow <u>It's Okay to be Different</u> T. Parr To identify & respect the differences &</p>	<p>About a range of festivals</p> <p>About where food comes from & the ethics of food supply</p>

			strengths		similarities between people	
	<p>Differences</p> <p><i>Princess Smartypants</i> B. Cole William's Doll C. Zolotow It's Okay to be Different T. Parr Cinderella's Bum N. Allan <i>Amazing Grace</i> M. Hoffman</p>					
3	<p>How to deal with feelings, how to cope with pressure & what positively & negatively affects their physical, mental & emotional health</p> <p>That people's bodies & feelings can be hurt (including what makes them comfortable & uncomfortable)</p> <p><i>Stranger Danger</i> A. Fine About critical thinking & decision making</p> <p>SRE (CWP) about gender, growing & reproducing Cinderella's Bum N. Allan Shapesville A. Mills</p>	<p>About outdoor places & how to behave responsibly</p> <p>DATE (CWP) About the impact of smoking & passive smoking & laws to prevent smoking School rules about health & safety, basic emergency procedures, where to get health</p> <p>About risks they may face, that bacteria & viruses can affect health & that following simple routines can reduce the spread of bacteria</p>	<p>About behaving responsibly</p> <p>Who's in a Family? R. Skutch About different types of relationships, including friends, family, civil partnerships & marriage</p> <p>That civil partnerships & marriage are examples of stable, loving relationships & a public demonstration of the commitment made between two people who love & care for each other, want to spend their lives together & are of legal age to make that commitment</p> <p>Spark Learns to Fly J. Foxon About extended families</p> <p>About different roles</p>	<p>What constitutes a positive, healthy relationship & develop the skills to form & maintain positive relationships, recognise ways relationships are unhealthy & who to talk to if they need support</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>What being part of a community means & about the varied institutions that support communities locally & nationally, recognise the role of voluntary, community & pressure groups in relation to health & wellbeing</p> <p>Why & how laws that protect themselves & others are made & enforced, why different rules are needed in different situations & how to take part in making & changing rules</p> <p>That there are different kinds of responsibilities, rights & duties at home, in school, in the community & towards the environment</p>	<p>About how community facilities work</p> <p>About sources of products & Fairtrade & debate about ethics</p>

			in the school		About school & local democracy (school councillors) & to resolve differences by looking at alternatives & respecting others' points of view, making decisions & explaining choices.	
	<p>Family Differences Who's in a Family? R. Skutch Spark Learns to Fly J. Foxon Tell Me Again J. L. Curtis The Family Book T. Parr</p> <p>SRE Shapesville A. Mills Cinderella's Bum N. Allan</p>					
4	<p>About what food is healthy & why.</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices & the benefits of eating a balanced diet.</p> <p>SRE (CWP) How their body will change as they approach & move through puberty. Where Willy Went N. Allan</p> <p>DATE (CWP) About the effects of alcohol & how to make safe decisions</p>	<p>How to make informed choices (inc. recognising that choices can have positive, neutral & negative consequences)</p> <p>Be able to describe the effects of smoking & how to make safe decisions</p> <p>About strong feelings & mood swings & to express these feelings in writing</p> <p>About types of behaviour & their consequences, giving examples of right & wrong</p>	<p>That their actions affect themselves & others.</p> <p>About the concept of keeping something confidential or secret, when we should or should not agree to this & when it is right to 'break a confidence' or 'keep a secret'.</p>	<p>About how it feels to lose someone. Be able to identify someone who can help them with difficult feelings.</p>	<p>About how the media influences decisions & to hold a debate on a topical issue.</p> <p>About sources of persuasion inc. the media & recognise some persuasive media tactics</p> <p>What can be recycled in local recycling bins in their community.</p>	<p>The importance of protecting personal information, including passwords, addresses & images.</p> <p>Deepen their understanding of recognising, predicting & assessing risks in different situations & deciding how to manage them responsibly (including sensible road, use cycle safety & local environment) and to use as an opportunity to build resilience.</p> <p>About what voluntary agencies do (plan &</p>

		Recognise that increasing independence brings increasing responsibility to keep themselves & others safe				undertake a fundraising project). Reflect on & celebrate their achievements, identify their strengths, areas of improvement, set high aspirations & goals.
	Puberty, Changes & Reproduction <i>Amazing You!</i> G. Saltz Where Willy Went N. Allan					
5	<p>About how their own lifestyle contributes to health.</p> <p>What is meant by the term 'habit' & why habits are hard to change.</p> <p>About taking care of their body, understanding that they have autonomy & right to protect their body from inappropriate & unwanted contact, understanding that actions such as FGM are a crime & how to get support if they have fears).</p> <p>DATE (CWP) Which, why & how commonly available substances & drugs (inc. alcohol & tobacco) could damage their immediate & future health & safety, that some are legal, some are restricted & some are illegal</p>	<p>About development from birth & specific body parts, to name these parts & understand their function</p> <p>SRE (CWP) About human reproduction & that it is an adult activity. About situations that could cause them personal risk.</p> <p>That everyone has human rights, all peoples, all societies & that chn have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p>That these universal rights are there to protect everyone &</p>	<p>More about a range of issues that can affect families.</p> <p>About change, including transition loss, separation, divorce & bereavement.</p> <p>About how to deal with bullies</p>	<p>About how it feels to be excluded or discriminated against & describe how this feels.</p>	<p>That differences & similarities between people arise from a number of factors, inc. family, cultural, ethnic, racial & religious diversity, age, sex, gender identity, sexual orientation & disability ('protected characteristics' in Equality Act 2010) & about images & stereotypes.</p> <p>About the lives of people living in other places & people with different values & SMSC & customs.</p> <p>About range of national, regional religious & ethnic identities in the UK.</p>	<p>About saving & spending.</p> <p>About how local democracy works.</p> <p>How can they work together to bring about change.</p> <p>Realise nature & consequences of discrimination, teasing, bullying & aggressive behaviours.</p>

	<p>to own, use & supply to others.</p> <p>About alcohol, attitudes to drugs & making safe decisions in situations involving drugs.</p>	<p>primacy over national law & family & community practices & develop strategies for keeping safe.</p> <p>How to set goals & targets for themselves & set a personal plan</p>			<p>About issues facing refugees, particularly in their community (refugee week).</p>	
6	<p>About taking on more personal responsibility.</p> <p>DATE CWP</p> <p>Effects & risks of drugs & the consequences of use</p>	<p>SRE (CWP)</p> <p>that there is nothing they should be afraid to ask about.</p> <p>That there are cultural practices that are against British Law & universal human rights, such as FGM</p> <p>About change, including transitions (between key stages & schools), loss, separation, divorce & bereavement.</p> <p>To differentiate between terms risk, danger & hazard-possibly in reference to grooming.</p>	<p>About how to deal with conflicts as they arise.</p> <p>About handling moral dilemmas & when to tell.</p> <p>About what is appropriate & inappropriate.</p>	<p>About how families behave.</p> <p>SRE (CWP)</p> <p>About parenting & love</p> <p>About racism & its consequences, about aggressive behaviour</p>	<p>More about their community (what local facilities exist)</p> <p>About the role money plays in their own & others' lives, inc. how to manage money & being a critical consumer.</p> <p>That resources can be allocated in different ways & that these economic choices affect individuals, communities & the sustainability of the environment.</p> <p>About enterprise & the skills that make someone 'enterprising'.</p> <p>Develop an initial understanding of the concepts of interest, loan, debt & tax</p>	<p>About government & parliament.</p> <p>About the people who are responsible for helping them stay healthy & safe & ways that they can help these people.</p> <p>About supporting each other.</p> <p>That actions have consequences- emotionally as well as physically & that racists & bullying behaviours are wrong.</p>

