

## PSHE Curriculum whole school curriculum overview

The PSHE curriculum takes objectives from all three core themes, Health and Wellbeing, Relationships, living in the Wider World to form half-termly units, each of which responds to a 'big question'. The overarching key questions act as the topic titles or themes and are shared with pupils to explain what they will be learning about that half term. PSHE can be taught as a stand-alone lesson, discreetly within your half termly units (wider curriculum links) or as part of an integrated curriculum theme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	How do we build positive relationships?	What makes us healthy?	How do we keep safe?		How do we feel?	What makes us special?
<b>Year 2</b>	What are rights and responsibilities?	What is bullying?	What keeps us healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
<b>Year 3</b>	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we describe our feelings?	Does diet and exercise affect how I feel?	How do we manage different viewpoints?
<b>Year 4</b>	What is diversity?	What makes a good friendship?	How do we grow and change?		How can we keep safe in our local area?	
<b>Year 5</b>	What makes a community?	What does racism mean?	How can we manage our money?	What choices help health?	How can we be safe online and using social media?	What makes us enterprising?
<b>Year 6</b>	What makes a healthy and positive relationship?		What are human rights?	How can money affect us?	How can we maintain good physical and mental health?	How can we manage risks?
<b>Year 7</b>	How do I ensure I achieve my potential at Ark Kings?		Who are my community?		What are my aspirations?	
<b>Year 8</b>	How do I achieve happiness in my life?		Why should we appreciate diversity?		How does the media affect my image?	
<b>Year 9</b>	How do I achieve my own self-care?		What is a consenting relationship?		How can I be an active citizen?	
<b>Year 10</b>	How do I achieve mental Health?		What is a healthy relationship?		What is my place in British society?	
<b>Year 11</b>	How do I achieve once I have left school?		How can I financially prepare for my future?			

## National curriculum objectives

<b>Key Stage One</b>	
<b>Knowledge, skills and understanding.</b>	
<b>Developing confidence and responsibility and making the most of their abilities</b>	<b>Preparing to play an active role as citizens</b>
<p>a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p> <p>b) to share their opinions on things that matter to them and explain their views</p> <p>c) to recognise, name and deal with their feelings in a positive way</p> <p>d) to think about themselves, learn from their experiences and recognise what they are good at</p> <p>e) how to set simple goals.</p>	<p>a) to take part in discussions with one other person and the whole class</p> <p>b) to take part in a simple debate about topical issues</p> <p>c) to recognise choices they can make, and recognise the difference between right and wrong</p> <p>d) to agree and follow rules for their group and classroom, and understand how rules help them</p> <p>e) to realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>f) that they belong to various groups and communities, such as family and school</p> <p>g) what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>h) to contribute to the life of the class and school</p> <p>i) to realise that money comes from different sources and can be used for different purposes.</p>
<b>Developing a healthy, safer lifestyle</b>	<b>Developing good relationships and respecting the differences between people</b>
<p>a) how to make simple choices that improve their health and wellbeing</p> <p>b) to maintain personal hygiene</p> <p>c) how some diseases spread and can be controlled</p> <p>d) about the process of growing from young to old and how people's needs change</p> <p>e) the names of the main parts of the body</p> <p>f) that all household products, including medicines, can be harmful if not used properly</p> <p>g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<p>a) to recognise how their behaviour affects other people</p> <p>b) to listen to other people, and play and work cooperatively</p> <p>c) to identify and respect the differences and similarities between people</p> <p>d) that family and friends should care for each other</p> <p>e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>
<b>Breadth of opportunities</b>	
<p>a) take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]</p> <p>b) feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]</p> <p>c) take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']</p>	

- d) make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e) meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f) develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g) consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h) ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

The three core themes are colour coded.		Health and Wellbeing		Relationships		Living in the Wider World	
Term/Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<b>How do we build positive relationships?</b> Recognise a range of feelings in others; and how other people's feelings can be hurt.	<b>What makes us healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	<b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	
Year 2	<b>What are rights and responsibilities?</b> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	<b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	<b>What keeps us healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	<b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	<b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	<b>How can we keep safe in different places?</b> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	

## National curriculum Objectives

Key Stage Two	
Knowledge, skills and understanding.	
<b>Developing confidence and responsibility and making the most of their abilities</b>	<b>Preparing to play an active role as citizens</b>
<p>a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>e) 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</p> <p>f) to look after their money and realise that future wants and needs may be met through saving.</p>	<p>a) to research, discuss and debate topical issues, problems and events</p> <p>b) 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</p> <p>c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>e) to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>f) to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>g) what democracy is, and about the basic institutions that support it locally and nationally</p> <p>h) to recognise the role of voluntary, community and pressure groups</p> <p>i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>k) to explore how the media present information.</p>
<b>Developing a healthy, safer lifestyle</b>	<b>Developing good relationships and respecting the differences between people</b>
<p>a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>c) about how the body changes as they approach puberty</p> <p>d) which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>e) to recognise the different risks in different situations and then decide</p>	<p>a) 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</p> <p>b) to think about the lives of people living in other places and times, and people with different values and customs</p> <p>c) 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</p> <p>d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p>

<p>how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>g) school rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>e) to recognise and challenge stereotypes</p> <p>f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>g) where individuals, families and groups can get help and support.</p>
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**Breadth of opportunities**

<p>a) take responsibility [for example, 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; for identifying safe, healthy and sustainable means of travel when planning their journey to school]</p> <p>b) 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]</p> <p>c) participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]</p> <p>d) 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]</p> <p>e) meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]</p> <p>f) develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]</p> <p>g) consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]</p> <p>h) find information and advice [for example, through helplines; by understanding about welfare systems in society]</p> <p>i) prepare for change [for example, transferring to secondary school].</p>
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<b>Year 3</b>	<b>What are the rules that keep us safe?</b> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	<b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	<b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	<b>How can we describe our feelings?</b> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	<b>Does diet and exercise affect how I feel?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices	<b>How do we manage different viewpoints?</b> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
<b>Year 4</b>	<b>What is diversity?</b> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	<b>What makes a good friendship?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	<b>How do we grow and change?</b> Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice	<b>How can we keep safe in our local area?</b> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe		
<b>Year 5</b>	<b>What makes a community?</b> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	<b>What does racism mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	<b>How can we manage our money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	<b>What choices help health?</b> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	<b>How can we be safe online and using social media?</b> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	<b>What makes us enterprising?</b> Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society
<b>Year 6</b>	<b>What makes a healthy and positive relationship?</b> Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction		<b>What are human rights?</b> Why and how laws are made; taking part in making and changing rules;	<b>How can money affect us?</b> Finance and its role in people's lives; being a critical consumer;	<b>How can we maintain good physical and mental health?</b> What positively and negatively affects	<b>How can we manage risks?</b> Increased independence and responsibility; strategies for

		importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
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