

Hartsfield JMI School

PSHCE Curriculum Scheme of Work

Linked to UNICEF Rights Respecting Articles.



This curriculum has been designed using guidance from the PSHE Association (2013). It has been organised into terms and where possible, linked to topics covered in that year group. Some of these objectives are ongoing and covered in day-to-day discussions with the children. It may be necessary to cover some of these objectives when an opportunity presents itself e.g. family bereavement.

Themes	30-50 Months	40-60 Months	Links to RRSA
Making Relationships	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • <u>Early Learning Goal</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	Article 12 31
Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities • <u>Early Learning Goal</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	Article 12 29 31
Managing Feelings and Behaviour	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. • <u>Early Learning Goal</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	Article 19 31 34

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> the importance of and how to maintain personal hygiene the names of the main parts of the body about people who look after them, their family networks, who to go to if they are worried and how to attract their attention 	<ul style="list-style-type: none"> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings that household products, including medicines, can be harmful if not used properly 	<ul style="list-style-type: none"> the similarities and differences between boys and girls 	Article 6 19 24 33
Relationships	<ul style="list-style-type: none"> to recognise what is fair and unfair, kind and unkind, what is right and wrong to recognise when people are being unkind to them or others, how to respond, who to tell and what to say that there are different types of teasing and bullying, that these are wrong and unacceptable 	<ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and how to respond to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how these people should care for one another 	<ul style="list-style-type: none"> to recognise how their behaviour affects other people to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	Article 19 30 31 34
Living in the Wider World	<ul style="list-style-type: none"> to help construct, and agree to follow a class charter and to learn their rights and how to respect them 	<ul style="list-style-type: none"> that they belong to various groups and communities such as family and school 	<ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 	Article 4 12 15

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> what constitutes a healthy lifestyle including the benefits of healthy eating and dental health how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others about the process of growing young to old and how people's needs change about growing and changing and new opportunities and responsibilities that increasing independence may bring 	<ul style="list-style-type: none"> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT) 	<ul style="list-style-type: none"> what constitutes a healthy lifestyle including the benefits of physical activity and rest (Sports Week) about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	Article 6 16 24 29
Relationships	<ul style="list-style-type: none"> to offer constructive support and feedback to others 	<ul style="list-style-type: none"> how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get their help 	<ul style="list-style-type: none"> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 	Article 19 31 34
Living in the Wider World	<ul style="list-style-type: none"> to help construct, and agree to follow a class charter and to understand their rights and how to respect them 	<ul style="list-style-type: none"> what improves and harms their local, natural and built environments and about some of the ways people look after them about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<ul style="list-style-type: none"> that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 	Article 4 12 26

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> school rules about health and safety, basic emergency aid procedures, where and how to get help about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<ul style="list-style-type: none"> that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (Sports Week) to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet 	Article 6 19 24 29
Relationships	<ul style="list-style-type: none"> to work collaboratively towards shared goals 	<ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 	<ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others 	Article 15 31
Living in the Wider World	<ul style="list-style-type: none"> That there are different kinds of responsibilities, rights and duties at school 	<ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<ul style="list-style-type: none"> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	Article 4 12 13 15

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> what is meant by the term 'habit' and why habits can be hard to change (bad habits and addictions) 	<ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 	<ul style="list-style-type: none"> To differentiate between the terms 'risk', 'danger' and 'hazard' To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 	Article 6 27
Relationships	<ul style="list-style-type: none"> To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their own points of view To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 	<ul style="list-style-type: none"> To develop strategies to resolve disputes and to give rich and constructive feedback and support to benefit others as well as themselves 	<ul style="list-style-type: none"> To recognise and challenge stereotypes That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010) 	Article 14 19 30 31
Living in the Wider World	<ul style="list-style-type: none"> What being part of a community means, and about the varied institutions that support communities locally and nationally 	<ul style="list-style-type: none"> To think about the lives of people living in other places and people with different values and customs 	<ul style="list-style-type: none"> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 	Article 14 15 30

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others 	<ul style="list-style-type: none"> strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) the importance of protecting information, including passwords, addresses and images 	<ul style="list-style-type: none"> how their body will change as they approach and move through puberty about human reproduction to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (Sports Week) 	Article 6 16 19 24 33
Relationships	<ul style="list-style-type: none"> to explore and discuss ways in which personal conflicts could be resolved 	<ul style="list-style-type: none"> to judge what kind of physical contact is acceptable or unacceptable and how to respond 	<ul style="list-style-type: none"> to explore and discuss ways in which local and national conflicts could be resolved 	Article 12 19 31 32 34
Living in the Wider World	<ul style="list-style-type: none"> to help construct, and agree to follow a class charter and to understand their rights and how to respect them Understand what makes a product 'Fairtrade'. 	<ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforces, why different rules are needed in different situations and how to take part in making and changing rules 	<ul style="list-style-type: none"> about enterprise and the skills that make someone 'enterprising' 	Article 1 4 12 40

Themes	Term 1	Term 2	Term 3	Links to RRSA
Health and Wellbeing	<ul style="list-style-type: none"> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 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 	<ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 	<ul style="list-style-type: none"> To recognise that increased independence brings increased responsibility to keep themselves and others safe About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 	Article 6 12 13 17
Relationships	<ul style="list-style-type: none"> That their actions affect themselves and others 	<ul style="list-style-type: none"> The concept of "keeping something confidential or secret", when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends, families, civil partnerships and marriage 	Article 12 16 31 34
Living in the Wider World	<ul style="list-style-type: none"> That there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment 	<ul style="list-style-type: none"> About the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' 	<ul style="list-style-type: none"> To realise the consequences of anti-social and aggressive behaviours 	Article 4 19 26