ABC PSHE Curriculum

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| Year 1 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Healthy and Safe  UNCRC: Article 27  Children will learn:  • How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others [biology]  Children should: - Know how to keep themselves clean and how to brush their teeth effectively  Healthy and Safe (drug education)  UNCRC: Article 33  Children will learn:  • That household products, including medicines, can be harmful if not used properly  • Know how to protect themselves | Anti-bullying  UNCRC: Article 15  Children will learn:  • About different types of friends, including grown-ups  • The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises  Children should:  • Be able to talk about good and not so good feelings - Be able to talk about friends  • Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings  • Know how to get help if someone asks them to keep a secret that does not feel good | Anti-bullying  UNCRC: Article 15  Children will learn:  • The differences between fantasy and reality  Children should:  • Understand the difference between these  Being Different  Children will learn:  • More about other people’s opinions and views  Children should:  • Be able to construct a simple survey • Begin to recognise that people are different and that is ok  Sustainable Development  UNCRC: Article 12  Children will learn:  • About the environment and take part in a class recycling activity |
| Healthy and Safe  UNCRC: Article 19  Children will learn:  • About their bodies and how they work  • About the physical similarities and differences between biological males and females  Children should:  • Be able to name the main parts of the body  • More about what happens as things grow  • Be able to describe some elements of the growth cycle | Self-esteem  UNCRC: Article 29  Children will learn:  • About special memories  Children should: - Make a memory box and choose contents  Children will learn:  • About what happens when things get lost or change  Children should:  • Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) | Healthy and Safe  UNCRC: Article 6  Children will learn:  • More about road safety and who helps us keep safe  Children should:  • Understand the role of the Emergency Services |
| Year 2 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Healthy and Safe  UNCRC: Article 24  Children will learn:  • About what food is healthy and that too much or too little food can be unhealthy  • Learn about exercise and what makes places healthy  • Begin to learn how to make real, informed choices that improve their physical and emotional health  Children should: -  •Use their learning to plan a healthy lunch.  •Plan and carry out a programme of exercise  •Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences •Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations.  Self-esteem  UNCRC: Article 19  Children will learn:  • More about parts of the body and how the body works  Children should:  • Be able to show understanding of key bodily functions Healthy and Safe | Anti-bullying  UNCRC: Article 3  Children will learn:  • About truth and lies and more about diversity  • About when friendships break up, or people move away  • About teasing & bullying, the different types of teasing and bullying, that these are wrong and unacceptable  • Consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities  • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help  Children should:  • Be able to show what constitutes a good friend - Recognise what is fair and unfair, kind & unkind including bullying because someone is different to you.  • Understand about feelings associated with changes to friendship.  • Know why this is wrong and how to get help. • Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | Financial Capability  Children will learn:  • About money and spending  Children should:  • Be able to role-play simple financial transactions  Sense of community  UNCRC: Articles 2 & 36  Children will learn:  • Rules for and ways of keeping physically and emotionally safe  • Rules for safety in the environment • About safety online, the responsible use of ICT,  • The difference between secrets and surprises and understanding not to keep adults’ secrets) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  • To offer constructive support and feedback to others  • To identify and respect the differences and similarities between people  Children should:  • Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |
| Healthy and Safe  Children will learn:  • That household products, including medicines, can be harmful if not used properly  • Rules for and ways of keeping physically & emotionally safe  Self-esteem  Children will learn:  • To set simple but challenging goals  • Learn from experiences and recognize their strengths  UNCRC: Article 36  Children will learn:  • About who to talk to if they have concerns, questions or worries Children should:  • Know difference between secrets & surprises & learn not to keep adults’ secrets | Healthy and Safe  Children will learn:  • About babies and birth in animals and about the process of growing from young to old  • That babies need care and attention in order to calm them if they are upset  • How people’s needs change & responsibilities that increasing independence may bring  • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them and identify special people and how they care for them.  Children should:  • Bring in photos of themselves/ their parents/carers at different stages from birth till now  • Plan a visit by a Mum and formulate questions  • Recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ | Diversity and equal opportunities  UNCRC: Article 14  Children will learn:  • About a range of festivals  Children should: - Demonstrate this learning at an assembly or display  Sustainable Development  Children will learn:  • About where food comes from Children should:  Learn more about the ethics of food supply |
| Year 3 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Anti-bullying  UNCRC: Articles 17 & 27  Children will learn:  • How to deal with feelings, how to cope with pressure  • What positively and negatively affects their physical, mental and emotional health (including the media)  That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)  • About critical thinking and decision making  Children should:  • Know who they can talk to if they are beginning to feel pressured  • Be able 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)  • Be able to write about feelings  Looking After Others  UNCRC: Article 4  Children will learn:  • About the UN Convention on the Rights of the Child  Children should:  • Be able to talk about feelings  • Recognise and respond appropriately to a wider range of feelings in others  • Have looked after a toy pet, and recorded this | Relationships  UNCRC: Article 22  Children will learn:  • Learn about different members of our school community and how they help us  • learn about different families and extended families.  • Be able to discuss issues for families living overseas  • How to develop a personal opinion about their abilities/talents and positive features of their characters  Children should:  • Understand that there are a variety of relationships  • Ability of accepting compliments and ability of using them as well | Sense of community  UNCRC: Article 3  Children will learn:  • What being part of a community means, and about the varied institutions that support communities locally and nationally  Children should:  • Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.  UNCRC: Article 12  Children will learn:  • About children’s rights and local democracy  • That there are different kinds of rights and responsibilities at home, at school, in the community and towards the environment  • Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  Children should:  • Show an understanding of the role of a school councilor  • Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices |
| Healthy and Safe  UNCRC: Article 6  Children will learn:  • About risks they may face  • That bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria  • About the impact of smoking and passive smoking and laws to prevent smoking  • School rules about health and safety, basic emergency aid procedures, where and how to get help  • About outdoor places and how to behave responsibly  • About outdoor places and how to behave responsibly Children should: - Produce a display on outdoor risks  Children should:  • Be able to describe what risk is and how this may affect decisions  • Be able to ask for help or assistance | Healthy and Safe  UNCRC: Article 24  Children will learn  • What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  • 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  • About different roles in school  Children should:  • Recognise ways in which a relationship can be unhealthy and who to talk to if they need support  • Be able to describe how to deal with unhelpful pressure  • Be able 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  • conduct an interview of different staff | Sense of community  Children will learn:  • About how community facilities work  Children should:  • Produce a map of the community Where do things come from?  Sustainable Development  Children will learn:  • About sources of products and Fairtrade  Children should:  •Be able to debate about ethics |
| Year 4 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Healthy and Safe  UNCRC: Article 24  Children will learn:  • About what food is healthy and why  • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  Children should:  • Be able to design a series of healthy menus and compare these with each other and the food offered in school  • About strong feelings and mood swings  • Be able to express these feelings in writing | Anti-bullying  UNCRC: Articles 23 & 34  Children will learn:  • That their actions affect themselves and others  • About 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’  • About equal opportunities and their importance  Children should:  • Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond  • Be able to demonstrate some basic techniques for resisting pressure & exclusion/inclusion  • Be able to show understanding of difference including disability  • Recognise how images in the media do not always reflect reality and can affect how people feel about themselves  • 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. | Sense of community  UNCRC: Article 17  Children will learn:  • About how the media influences decisions  • About sources of persuasion including the media  • The importance of protecting personal information, including passwords, addresses and images  Children should:  • Be able to hold a debate on a topical issue  • Be able to recognise some persuasive media tactics e.g. on television advert  • 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, risks in their local environment and the online risks of social media including YouTube channels) and to use this as an opportunity to build resilience. |
| Healthy and Safe  Bereavement, Loss and Separation  Children will learn:  • About how it feels to lose someone  Children should:  • Be able to identify who can help them with difficult feelings | Children’s Rights  UNCRC: Article 4  Children will learn:  • About the UN Convention on the Rights of the Child  Children should:  • Be able to give examples of right and wrong  • Recognise that their increasing duty to protect all peoples rights and keep themselves and others safe Decision Making Healthy and safe  Children will learn:  • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)  Children should:  • Be able to describe the effects of smoking and how to make safe decisions.  • Begin to understand the concept of a ‘balanced lifestyle.’ | Financial capability  Children will learn:  • About what voluntary agencies do  Children should:  • Plan and undertake a simple fundraising project  • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals  Sustainable development  Children will learn:  • More about the local community Children should:  • Be able to explain what can be recycled in their “local” recycling bins |
| Year 5 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Healthy and Safe  UNCRC: Articles 4, 6 & 24  Children will learn:  • About how their own lifestyle contributes to health  • What is meant by the term ‘habit’ and why habits can be hard to change  • About taking care of their body, understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact  Children should:  • Conduct a local survey to understand more about eating habits - Create resources on body autonomy and practice assertiveness  Children’s Rights  UNCRC: Article 36  Children will learn:  • That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child  • That these universal rights are there to protect everyone and primacy over national law and family and community practices  Children should:  • Develop strategies for keeping physically and emotionally safe including road safety, safety in the environment such as gang culture and knife carrying and safety online (including social media, grooming, sexting, online bullying and the responsible use of the internet and devices used). | Healthy and Safe  UNCRC: Article 30  Children will learn:  • More about a range of issues that can affect families  About change, including transitions loss, separation, divorce and bereavement  Children should: - Be aware of some of the problems families/parents can face  Anti-bullying  UNCRC: Article 2  Children will learn:  • How it feels to be excluded or discriminated against  • About how to deal with bullies Anti-bullying  Children should:  • Be able to describe how this feels - Consider bullying themes within the school such as racism, hate speech, ability, special need, gender identity, disabilities and gender based bullying.  • Use role-play or other to demonstrate techniques they have learnt  • How they can work together to bring about change  • 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 points of view. | Anti-bullying  UNCRC: Article 2  Children will learn:  • 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 and about images and stereotypes  Sense of community  UNCRC: Article 22  Children will learn:  • About issues facing refugees, particularly in their local community  • About the lives of people living in other places, and people with different values and customs  Children should:  •Produce materials for Refugee Week for the school  •Appreciate the range of national, regional, religious and ethnic identities in Azerbaijan.  •Be aware of the need to challenge stereotypes and prejudiced based bullying’ |
| Healthy and Safe  Children will learn:  • 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  • About alcohol, attitudes to drugs and making safe decisions in situations involving drugs  Children should:  • Be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations | Relationships  Children will learn:  • How to work as a team to make decisions  • How to hold responsibility for their own actions.  • Develop own initiative as part of a team.  Children should:  • Be able to identify what skills are needed to work as part of a team. | Sense of community  UNCRC: Articles 12 & 13  Children will learn:  • About how local democracy works  Children should:  • Use a simulation to develop understanding of democracy  • Work collaboratively towards shared goals to develop strategies to resolve disputes through negotiation and appropriate compromise  • Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to respond and ask for help    Financial Capability  Children will learn:  • saving and spending and should run a simple marketing project in teams |
| Year 6 | Health and Wellbeing – Autumn Term | Relationships – Spring Term | Living in the Wider World - Summer |
| Anti-bullying  UNCRC: Article 27 , 29  Children will learn:  • What is an appropriate and inappropriate emotional response  • About taking on more personal responsibility  Children should:  • Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them  • Be able to express what it means to be in command of themselves and others  • Be able to demonstrate how their actions affect others | Healthy and Safe  Children will learn:  UNCRC: Article 12  • About how different families behave/interact/communicate  •About how to deal with conflicts as they arise  Children should:  • Recognise that reaching positive solutions usually involves negotiation and compromise • • Be able to suggest strategies for handling conflict - Be able to recognise and manage ‘dares’  • Be able to recognise how “peer acceptance” may be influential in their actions and behaviours | Anti-bullying  UNCRC: Article 30  Children will learn:  • More about people in their community  Children should:  •Be able to explain what local facilities exist in their community e.g. libraries, sports centres etc.  • That actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong  • About aggressive behaviour  Children should:  Understand about bullying and how to manage it. |
| Healthy and Safe  Children will learn:  • Effects and risks of drugs and the consequences of use  • About the people who are responsible for helping them stay healthy and safe and ways that they can help these people  Children should:  • Be able to describe effects and risks, understand consequences of drug use and know where to go for help  • Produce a resource for younger children on how to support each other and remain safe | Healthy and Safe  UNCRC: Article 27  Children will learn:  • About parenting and love  • That there is nothing that they should be afraid to ask about  • That there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM)  Children should:  • Appreciate there are different types of love e.g. parental love, partner love, friendship love etc.  • Be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so  Children’s Rights  Children will learn:  • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement  Children should:  •Have a range of coping strategies with loss and bereavement  • Be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc. | Children’s Rights  UNCRC: Articles 3, 4, 12 & 13  Children will learn:  • Learn about government  Children should:  • Show understanding via letter writing  Financial Capability  Children will learn:  • About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer  • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment  • About enterprise and the skills that make someone ‘enterprising’  Children should:  • Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’  • Explore and critique how the media present information structure and conduct interviews and compare results |