

Castle Primary's **PSHE** Curriculum

Skills Progression

	Year 1/2	Year 3/4	Year 5/6
	<p>1. Health & Wellbeing:</p> <ul style="list-style-type: none"> a. Begin to understand how to maintain a healthy body & personal hygiene b. Develop simple skills to help prevent diseases spreading. c. Begin to recognise and celebrate own strengths and set simple but challenging goals. d. Name the main parts of the body and explain how these change over time. e. Start to understand how to keep safe in different situations. f. Learn who to ask for help when worried about something. g. Start to learn about keeping things private and respecting others' privacy. <p>2. Relationships:</p> <ul style="list-style-type: none"> a. Recognise feelings in themselves and in others and learn to share their feelings. b. Recognise what is fair and unfair, kind and unkind, right and wrong. c. Respond correctly when people are being unkind to them or others. d. Respect similarities and differences in others and share their views and ideas. e. Understand that bullying is something that happens again and again; and that it is not acceptable. f. Know how to get help if they experience or witness teasing or bullying. g. Identify their special people and explain what makes them special. h. Listen to other people and play and work cooperatively. i. Begin to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. j. Resolve simple arguments. <p>3. Living in the Wider World:</p> <ul style="list-style-type: none"> a. Contribute to the life of the classroom and school. b. Help construct, and agree to follow, group and class rules. c. Recognise ways in which they are unique. d. Explain the ways in which we are the same as all other people and what we have in common with everyone else. e. Respect their own needs and the needs of others. f. Know who the special people in the community are and know how to contact those people. g. Develop strategies and skills needed to care for environments (including conserving energy). h. Understand money, including the concepts of spending and saving. 	<p>1. Health & Wellbeing:</p> <ul style="list-style-type: none"> a. Make choices for a balanced lifestyle including diet. b. Identify habits and why they can be hard to change. c. Follow simple routines to reduce the spread of bacteria and viruses. d. Recognise what they are good at and set goals. e. Reflect on changes that happen in life and identify the feelings associated with change f. Follow school rules about health and safety. g. Follow basic emergency procedures. h. Learn how to keep safe in the local area and online. i. Start to understand how to protect their personal information. j. Explain what is appropriate to ask for help or share. k. Identify people who can help them stay healthy and safe and know who to talk to if they feel uncomfortable or at risk. <p>2. Relationships:</p> <ul style="list-style-type: none"> a. Recognise and respond to others' feelings. b. Explain when they should not agree to keep something confidential or a secret. c. Begin to recognise and manage dares. d. Recognise and confidently get help with discrimination, teasing, bullying and aggressive behaviours. e. Maintain positive healthy relationships. f. Explain different types of relationships. g. Begin to work collaboratively towards shared goals. h. Begin to judge what kind of physical contact is acceptable or unacceptable and know how to respond. i. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. j. Begin to give rich and constructive feedback. <p>3. Living in the Wider World:</p> <ul style="list-style-type: none"> a. Discuss and debate health and wellbeing issues. b. Contribute to the community. c. Recognise the roles of people in the community. d. Appreciate difference and diversity in the UK and around the world. e. Exercise their responsibilities, rights and duties in the community and towards the environment. f. Discuss how resources are allocated and the effect of allocation. g. Understand sustainability of the environment. h. Begin to understand the role of money. i. Manage money, including saving and budgeting. j. Begin to understand interest and loans. 	<p>1. Health & Wellbeing:</p> <ul style="list-style-type: none"> a. Recognise what positively and negative affects health and wellbeing. b. Make informed choices and resist pressures linked to behaving in unacceptable, unhealthy or risky ways. c. Recognise how images in the media do not always reflect reality and how these can affect how people feel about themselves. d. Maintain and explain a healthy lifestyle. e. Identify the risks and effects of drugs. f. Reflect on and confidently identify own strengths, setting high aspirations and goals. g. Recognise feelings and explain their range and intensity to others. h. Listen to and overcome conflicting emotions. i. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement. j. Keep physically and emotionally safe including road safety, online safety, using mobile phones responsibly and safety in the environment. k. Protect personal information. l. Differentiate between risk, danger and hazard. m. Recognise, predict and assess risks in different situations and decide how to manage them responsibility. n. Undertake increasing responsibility. o. Recognise when they need to ask for help. p. Explain their right to protect their body and the law linked to contact and abuse. q. Recognise people who are responsible for keeping them healthy and safe and how help them with this. <p>2. Relationships:</p> <ul style="list-style-type: none"> a. Recognise and respond appropriately to a wider range of feelings in others. b. Understand confidentiality and know when to break a confidence. c. Listen and respond respectfully and fully to a wide range of people. d. Be confident when raising concerns and raise them considerately. e. Recognise and care about other people's feelings and respond to them appropriately. f. Try to see, respect and if necessary constructively challenge, their points of view regularly. g. Recognise and challenge stereotypes. h. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. i. Know how to challenge bullying and abuse in all its forms. j. Recognise how their actions affect themselves and others and begin to consider their actions as a result. k. Work collaboratively towards shared goals. l. Solve disputes and conflict through negotiation and appropriate compromise. m. Give rich and constructive feedback and support to benefit others as well as themselves. n. Recognise when a relationship is healthy or unhealthy and know who to talk to for support. o. Judge what kind of physical contact is acceptable or unacceptable and how to respond. p. Recognise and respect personal boundaries and everyone's right to privacy. q. Identify how their body and emotions may change through puberty. r. Explain human reproduction. <p>3. Living in the Wider World:</p> <ul style="list-style-type: none"> a. Contribute to the community and recognise the role of groups, especially in relation to health and wellbeing. b. Explain rules and laws and understand why different rules are needed in different situations. c. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. d. Research, discuss and debate topical issues, problems and events that are important and offer recommendations. e. Understand human rights and children's rights. f. Explore and critique how the media present information and understand why it is important to do so g. Exercise their responsibilities, rights and duties at home, at school, in the community and towards the environment. h. Explain resource allocation and the impact of these choices at an individual, community and global level. i. Recognise the role money plays in their own and others' lives. j. Confidently manage money and be a critical consumer. k. Discuss loans, interest, debt and tax. l. Develop enterprise skills.

Castle Primary's PSHE Curriculum
Long Term Knowledge Plan A

Autumn Term	Getting to know you & Class Rules	Tales that Teach Us	Getting to know you & Class Rules	Environment	Social Action	Cultural Diversity
	Skills: 1a, 1c, 1e, 2a, 2b, 2d, 2f, 2h, 2j, 3a, 3b, 3c, 3d, 3e,	Skills: 1a, 1c, 2a, 2b, 2c, 2d, 2g, 2h, 2j, 3b, 3c, 3d, 3e, 3h	Skills: 1f, 1k, 2a, 2b, 2c, 2d, 2e, 2g, 2h, 2i, 2j, 3a, 3d, 3e	Skills: 3d, 3e, 3f, 3g	Skills: 1e, 1f, 2a, 2c, 2e, 2g, 2h, 2i, 2j, 2k, 2m, 3a, 3e, 3g, 3h,	Skills: 1a, 1c, 1f, 1b, 1c, 2a, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i
	Knowledge: Go Givers: <ul style="list-style-type: none"> Getting to Know You Meet the Go Givers Why do we have Rules? Our Rules Rules: You Can't Do That Here 	Knowledge: Go Givers: <ul style="list-style-type: none"> Chicken Soup The Power of Giving The Selfish Little Red Hen Tongue: The Power of Words The Two Brothers The Golden Statue 	Knowledge: Go Givers: <ul style="list-style-type: none"> Our Class Respect Rules 	Knowledge: Go Givers: <ul style="list-style-type: none"> Climate Change (parts 1 – 4) 	Knowledge: Go Givers: <ul style="list-style-type: none"> What is a Charity? What is Philanthropy? How Can I Make a Difference? 	Knowledge: Go Givers: <ul style="list-style-type: none"> Identities Challenging Stereotypes Cultural Diversity in the UK Migration
Spring Term	Managing Emotions & Helping Others		Developing Positive Communities		Human rights	
	Skills: 2a, 2b, 2c, 2h, 2j, 3a, 3b, 3e,		Skills: 1a, 1b, 1c, 1f, 1g, 1h, 1i, 1k, 2a, 2c, 2d, 2e, 2f, 2g, 2j, 3a, 3b, 3c, 3d, 3e, 3f, 3g		Skills: 1a, 1b, 1f, 1g, 2a, 2c, 2d, 2e, 2f, 2g, 2h, 2j, 2k, 2l, 2m, 3a, 3b, 3c, 3d, 3e, 3g, 3h,	
	Knowledge: Go Givers: <ul style="list-style-type: none"> Anna's Monster Lies More Than One Friend Taking Responsibility Looking Out For Others 		Knowledge: Go Givers: <ul style="list-style-type: none"> Family Life What is a Citizen? Being Part of s School Community Citizenship & the Wider World 		Knowledge: Go Givers: <ul style="list-style-type: none"> Rights & Responsibilities What are Human Rights? Children's Rights Conflicting Rights Discrimination 	
Summer Term	Staying Healthy – Body & Mind		Social Action: Inspirational People		Democracy	
	Skills: 1a, 1c, 1e, 2a, 2g, 3a, 3c, 3e,		Skills: 1d, 1e, 2a, 2d, 2e, 2g, 2j, 3a, 3c, 3d		Skills: 1b, 1c, 2a, 2c, 2d, 2e, 2f, 2k, 2l, 2m, 3a, 3b, 3c, 3d, 3f, 3g,	
	Knowledge: Go Givers: <ul style="list-style-type: none"> How Do You Feel Today? Resilience: Bouncing Back Why Do We Wash Our Hands? Healthy Eating Let's Get Active! Keep Safe at Home 		Knowledge: Go Givers: <ul style="list-style-type: none"> Inspirational People Gandhi Mary Seacole & Florence Nightingale Nelson Mandela How Can I Make a Difference? 		Knowledge: Go Givers: <ul style="list-style-type: none"> Democracy – part 1 Democracy – part 2 Democracy – part 3 Brexit – part 1 Referendum Brexit – part 2- Negotiations 	

Castle Primary's PSHE Curriculum
Long Term Knowledge Plan B

Autumn Term	Our Community	Democracy	Caring for the Environment	Health	Democracy & the Economy	Population Pressures
	Skills: 1e, 1f, 2a, 2b, 2d, 2g, 2h, 3a, 3d, 3e, 3f	Skills: 2b, 3a, 3d, 3h.	Skills: 3b, 3e, 3f, 3g	Skills: 1a, 1e, 1k, 2a, 2g, 3a, 3b, 3c, 3d	Skills: 1a, 1d, 1q, 2a, 2c, 2d, 2e, 2g, 2h, 2k, 2m, 3a, 3b, 3i, 3j, 3k	Skills: 1a, 1d, 1q, 2a, 2c, 2e, 3a, 3g
	Knowledge: Go Givers: <ul style="list-style-type: none"> Who can Help? Exploring our Community Caring for our Community Go Givers Playground 	Knowledge: Go Givers: <ul style="list-style-type: none"> why do we need rules What is the Law? Vote for the Go-Givers Money-Needs & Wants 	Knowledge: Go Givers: <ul style="list-style-type: none"> The Value of trees (parts 1-3) Protecting Local Habitats 	Knowledge: Go Givers: <ul style="list-style-type: none"> Understanding Cancer The big vote-cancer, early detection and prevention The NHS 	Knowledge: Go Givers: <ul style="list-style-type: none"> Strong Societies Times of Need Why do we pay Taxes – part 1 Why do we pay taxes – part 2 	Knowledge: Go Givers: <ul style="list-style-type: none"> What is an infectious disease? Preventing infectious diseases Who keeps us healthy?
Spring Term	Environment		Sources of Community Support		Digital Citizenship	
	Skills: 1c, 3g,		Skills: 1a, 1e, 1h, 2a, 2e, 2g, 2j, 3b, 3c, 3d, 3e		Skills: 1a, 1b, 1c, 1j, 1k, 1o, 2b, 2c, 2k, 3a, 3d, 3e, 3f	
	Knowledge: Go Givers: <ul style="list-style-type: none"> Pollution: Expedition to Planet Bluebell Litter: The Picnic Protecting Local Habitats Saving Energy Plastic Pollution 		Knowledge: Go Givers: <ul style="list-style-type: none"> My Community Go-Givers Community Centre Homelessness How can I make a difference 		Knowledge: Go Givers: <ul style="list-style-type: none"> Fake News Using technology for good 	
Summer Term	Celebrating Diversity	Making Decisions	Caring for the world's resources	Ethical Reasoning	The Rule of Law	Conflict
	Skills: 1c, 2a, 2d, 2g, 3c, 3d, 3e, 3f	Skills: 2a, 2b, 2c, 2d, 2h, 2j, 3d, 3e	Skills: 3b, 3d, 3e, 3f, 3g	Skills: 1e, 2a, 2d, 2g, 2i, 2j, 3a	Skills: 2c, 2g, 2h, 3a, 3b, 3d	Skills: 1f, 1g, 2a, 2e, 2f, 2l, 3c
	Knowledge: Go Givers: <ul style="list-style-type: none"> I'm Unique My Goals People who are special to me 	Knowledge: Go Givers: <ul style="list-style-type: none"> Difficult decisions Where do you stand? 	Knowledge: Go Givers: <ul style="list-style-type: none"> How should we farm? Water: Our most precious resource The G7 	Knowledge: Go Givers: <ul style="list-style-type: none"> Dilemmas Where do you stand? 	Knowledge: Go Givers: <ul style="list-style-type: none"> Magna Carta Why do we have rules? Relationships and the law 	Knowledge: Go Givers: <ul style="list-style-type: none"> Reaction to conflict Mediation