

St Helen's Catholic Primary School
PSHCE Curriculum Map 2017 - 2018



Topics that lend themselves to supporting British Values

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance



Subject content - Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I know that my classroom and school has rules and common values to support my learning. I know some ways to solve a problem. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know some more ways to calm myself down when I feel scared or upset. I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths. <p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> I can tell you what being a good friend means to me. I can work well in a group. I can listen well to other people when they are talking. I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know how to make up with a friend when we have fallen out. I can use peaceful problem-solving to sort out problems so both people feel OK 	<p><u>Say No to Bullying</u></p> <p><i>Anti-Bullying Focus Week</i></p> <p><u>Economy</u></p> <ul style="list-style-type: none"> What money is & the exchange of money Forms of money – cash Where money comes from How we get money – our parents/careers, money belongs to someone (don't take other people's) Where money goes We spend it Looking after money Keeping money safe Spending money <p>What can we spend money on?</p>	<p><u>Going for goals!</u></p> <ul style="list-style-type: none"> I know we learn in different ways. I can choose a realistic goal. I can break a goal down into small steps. I can tell you some of my strengths as a learner. I can resist distractions. I can learn from my successes. I can tell you how I learn best. I can predict and understand the consequences of reaching my goal. I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions. I can predict and understand the consequences of my solutions or ideas. I can choose a realistic goal. <p align="center"> <u>Citizenship</u></p> <ul style="list-style-type: none"> To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. To recognise choices they can make, and recognise the difference between right and wrong. To agree and follow rules for their group and classroom, and understand how rules help them. -To realise that people and other living things have needs, and that they have responsibilities to meet them. That they belong to various groups and communities, such as family and school What improves and harms their local, natural and built environments and about some of the ways people look after them. To contribute to the life of the class and school. To realise that money comes from different sources and can be used for different purposes 	<p><u>Good to be me</u></p> <ul style="list-style-type: none"> I can tell you something that makes me feel proud. I can tell you about my gifts and talents. I can tell when I am feeling proud. I can help another person feel proud. I can use the problem-solving process. I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying. <p><u>Healthy Lifestyles – Drugs & Alcohol</u></p> <ul style="list-style-type: none"> Learn about being safe with household substances. Learn that medicines are a drug and they can help us. Learn about being safe with medicines. Learn the basic skills for making healthy choices (including a focus on the affects of fizzy and sugary drinks). Learn the skills involved with basic dental hygiene. Learn basic skills to manage risky situations (e.g. asking for help if they feel unwell or see someone else who is unwell). 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I know the people who are important to me. I can tell you something that has made me jealous. I can feel proud on behalf of my friends when they have done something well. I can tell when I am proud or jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can think of ways to make me feel better when I feel hurt without hurting others. <p><u>Safety</u></p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Play Safety Safety in school Road Safety Water Safety 	<p><u>Changes</u></p> <ul style="list-style-type: none"> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. <p><u>Journey in Love</u></p> <p><i>Follow "Journey in Love" lesson plans and Power Points</i></p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (mums and dads, friends, teachers and students, families etc.) Learn about the value and need for trust, honesty, support and reliability. Learn about marriage and family life – different kinds of families. Learn that families should be happy, caring, safe places. What does a 'mother' do? What does a 'father' do? What do other main carers do? (Be mindful of pupils who may not live with their mother or father)

Subject Leader: Mairead Reynolds

St Helen's Catholic Primary School

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Topics that lend themselves to supporting British Values

Democracy

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Tolerance



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know some more ways to calm myself down when I feel scared or upset. I know how to make someone feel welcome. I know some ways to solve a problem. I know that I belong to a range of communities (class/group). I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make my class a good place to learn I know that my classroom and school has rules and common values to support my learning. <p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment. I know that people don't always see things in the same way. I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a conflict situation better. I know that sometimes anger builds up and that I can be overwhelmed by my feelings. I can decide with my group about how well we have worked together. 	<p><u>Say No to Bullying</u></p> <p><i>Anti-Bullying Week</i></p> <p><u>Economy</u></p> <ul style="list-style-type: none"> What money is & the exchange of money Forms of money – cash and cards Where money comes from How we get money – from work-earnings We spend it on things we need – food, clothes, house, electricity Looking after money Keeping money safe – what does a bank do? <p>Spending money. Planning and thinking ahead – could we save up our pocket money to buy something we really want, how long will it take?</p>	<p><u>Going for goals!</u></p> <ul style="list-style-type: none"> I can tell you how I learn best. I can learn from my successes. I can say what I want to happen when there is a problem (set a goal). I can break a goal down into small steps. I can choose a realistic goal. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. <p style="text-align: center;"> <u>Citizenship</u></p> <ul style="list-style-type: none"> To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. To recognise choices they can make, and recognise the difference between right and wrong. To agree and follow rules for their group and classroom, and understand how rules help them. To realise that people and other living things have needs, and that they have responsibilities to meet them. That they belong to various groups and communities, such as family and school What improves and harms their local, natural and built environments and about some of the ways people look after them. To contribute to the life of the class and school. To realise that money comes from different sources and can be used for different purposes 	<p><u>Good to be me</u></p> <ul style="list-style-type: none"> I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best. I can show or tell you what relaxed means. I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when it is strong. I know what it feels like to be relaxed. I can be still and quiet and relax my body. I can tell when it is right to stand up for myself. I know how to stand up for myself. I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing. <p><u>Healthy Lifestyles – Drugs & Alcohol</u></p> <ul style="list-style-type: none"> Learn about being safe with household substances. Learn that medicines are a drug and they can help us. Learn about being safe with medicines. Learn that there are drugs other than medicines which some people like to use (alcohol and tobacco) and that they can cause harm. Learn that drugs are something that causes changes in your body. Learn that all drugs (including medicines) have the potential to cause harm. Learn the basic skills for making healthy choices (inc the importance of drinking water). Learn the importance of regular dental check-ups. Learn basic skills to manage risky situations. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can tell when I feel cared for. I can tell when I love or care for someone. I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice. I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me. I can tell you how I feel when I lose someone or something I care about. I can talk about my feelings when I feel alone. <p><u>Safety</u></p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Safety during sport and leisure activities Safety with electricity/Gas Fire Safety Rail Safety Road Safety Internet Safety 	<p><u>Changes</u></p> <ul style="list-style-type: none"> I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault. I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way. I know that I make my own choices about my behaviour. <p><u>Journey in Love</u></p> <p>Follow "Journey in Love" lesson plans and Power Points</p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (mums and dads, friends, teachers and students, families) Learn about the value and need for trust, honesty, support and reliability. Learn about marriage and family life – different kinds of families. Learn that families should be happy, caring, safe places. What does a 'mother' do? What does a 'father' do? What do other main carers do? (Be mindful of pupils who do not live with their mothers or fathers) That boys and girls are physically different. To learn about appropriate contact (that there are parts of others that we should not touch/ourselves that we should not touch in public).

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Subject content - Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> I know something about everyone in my class. I can tell you one special thing about me. I can give and accept a compliment. I know that I am valued at school. I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and I know what the rules and values are in school. I know how it feels to do or start something new, and some ways to cope with these feelings. I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can manage my feelings, and can usually find a way to calm myself down when necessary. I know some ways to solve a problem. I know how to make someone feel welcome and valued at school. I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. <p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> I know how to: <ul style="list-style-type: none"> look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I know: <ul style="list-style-type: none"> what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation. 	<p><u>Say No to Bullying</u> <i>Anti-Bullying Week</i></p> <p><u>Economy</u></p> <ul style="list-style-type: none"> What money is & the exchange of money Forms of money – cash, cards, cheques How payments are made in these cases Where money comes from How we get money from work-earnings Benefit payments – and how these are paid for Where money goes Household expenses and regular financial commitments Looking after money Keeping money safe in an account, e.g. bank, building society, post office Spending money The need to save in order to have enough money Ways of saving money Making personal life choices Deciding how to spend money Balancing needs and wants – what to prioritise 	<p><u>Going for goals!</u></p> <ul style="list-style-type: none"> I can tell you about myself as a learner. I can set success criteria so that I will know whether I have reached my goal I can break down a goal into a number of steps and wait for the result. I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can predict the consequences of my actions/ solutions or goals for myself, other individuals or groups. I can manage frustration by using a number of strategies. I know that I am responsible for my own learning and behaviour. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning. I can predict the consequences of my actions/solutions or goals for myself other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences. <p style="text-align: center;"> <u>Citizenship</u></p> <ul style="list-style-type: none"> 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. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 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. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. What democracy is, and about the basic institutions that support it locally and nationally. To recognise the role of voluntary, community and pressure groups. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To explore how the media present information. 	<p><u>Good to be me</u></p> <ul style="list-style-type: none"> I know about myself and how I learn. I can extend my learning. I can tell you what feeling surprised is like. I can tell you whether I like surprise or I like things to stay the same. I can choose to act assertively. I know how to be assertive. I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can relax when I want to. I can tell when it is good to relax. <p><u>Healthy Lifestyles – Drugs & Alcohol</u></p> <ul style="list-style-type: none"> Learn about being safe with medicines and household substances The basic skills for making healthy choices and following safety rules (e.g. following instructions for medicines). What is alcohol and what effects does it have. What is tobacco and what effects does it have. What are volatile substances and what effects do they have. Learn that all drugs have an effect on the body, they make changes to the way it works. Learn that all drugs (including medicines) have the potential to cause harm. Be informed of the law concerning alcohol and tobacco. Learn basic skills to manage risky situations (e.g. how to keep safe around discarded drug paraphernalia). 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can tell you how I can make someone who is important to me happy. I can express feelings of guilt. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell when I feel ashamed about something. I know when to tell someone about it. I can say when I might feel guilty. I can tell you some ways to make amends. I know some things to do when I feel guilty. I can tell when something is my fault and when something is not my fault. I can take responsibility for what I choose to do. I know how to make a good choice. I can take responsibility for what I choose to do. I know when I will feel guilty and use this when I make a choice. I can tell you the things that hurt my feelings. I can understand how I might hurt others. <p><u>Safety</u></p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Playing a part in making communities safer Understanding the role of professionals On-line safety Water Safety (link with swimming lessons) Construction Sites Safety at work Safety at home 	<p><u>Changes</u></p> <ul style="list-style-type: none"> I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that even changes we want to happen can sometimes feel uncomfortable. I know some ways of dealing with the feelings that sometimes arise from changes. I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles <p><u>Journey in Love</u> <i>Follow "Journey in Love" lesson plans and Power Points</i></p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (dating, being a couple, marriage) Learn about the value and need for trust, honesty, support and reliability. Learn about marriage and family life – different kinds of families, including living between two homes, foster homes, being adopted, residential homes. Learn that families should be happy, caring, safe places. That some children live in abusive/violent homes. Children can protect themselves and ask for help. That boys and girls are physically different. To be able to name the parts of the body and describe how they work. To learn about appropriate contact (that there are parts of others that we should not touch/ourselves that we should not touch in public).

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	<p style="text-align: center;"><u>New Beginnings</u></p> <ul style="list-style-type: none"> I know something about everyone in my class. I can tell you one special thing about me. I can give and accept a compliment. I know that I am valued at school. I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and I know what the rules and values are in school. I know how it feels to do or start something new, and some ways to cope with these feelings. I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can manage my feelings, and can usually find a way to calm myself down when necessary. I know some ways to solve a problem. I know how to make someone feel welcome and valued at school. I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. <p style="text-align: center;"><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> I can tell you lots of ways to give 'friendship tokens' to other people. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger. I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties. 	<p style="text-align: center;"><u>Say No to Bullying</u></p> <p style="text-align: center;"><i>Anti-Bullying Week</i></p> <p style="text-align: center;"><u>Economy</u></p> <ul style="list-style-type: none"> What money is & the exchange of money Goods and services can be paid for without cash Where money comes from Pensions – and how these are paid for Where money goes Why money is deducted from earnings, e.g. tax, pensions Looking after money The importance of keeping financial records Spending money Ways of saving money Planning and thinking ahead with regard to saving Making personal life choices Deciding how to spend money Balancing needs and wants – what to prioritise Assessing best buys 	<p style="text-align: center;"><u>Going for goals!</u></p> <ul style="list-style-type: none"> I can tell you about myself as a learner. I can use my strengths as a learner. I know what I need to do to learn effectively. I know that I am responsible for my own learning. I can identify some barriers to my learning. I know how my feelings can influence my learning. I can tell you how I am going to apply what I have learned. I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning. I can set success criteria so I will know whether I have reached my goal. I can recognise why I have reached my goal or been successful. I can tell you how I am going to apply what I have learned. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. <p style="text-align: center;"> <u>Citizenship</u></p> <ul style="list-style-type: none"> To research, discuss and debate topical issues, problems and events. 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. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 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. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. What democracy is, and about the basic institutions that support it locally and nationally. To recognise the role of voluntary, community and pressure groups. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To explore how the media present information. 	<p style="text-align: center;"><u>Good to be me</u></p> <ul style="list-style-type: none"> I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. I can explain what hopeful and disappointed mean. I can use strategies to help me cope with feelings of disappointment and hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can express myself assertively in a variety of ways. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act. <p style="text-align: center;"><u>Healthy Lifestyles – Drugs & Alcohol</u></p> <ul style="list-style-type: none"> Learn about the effects and risks of alcohol, tobacco and volatile substances. Learn that all drugs have the potential to cause harm. That some drugs (including medicines) can be addictive. Alcohol – effects of; how to identify and manage risk; has the potential to cause harm; law concerning sale and purchase; culture around alcohol, society's views, family views, media and commercial interests. Tobacco – single greatest cause of preventable illness and early death; information and developing attitudes and skills not to take up smoking; influence of friends, family, society and the media on decisions about smoking. Volatile substances – deliberate inhalation of substances such as glue, aerosols has a high risk of sudden death. Learn to make informed choices about their health. Learn to resist pressure to do wrong and take more responsibility for their actions. Learn basic skills to manage risky situations (e.g. how to keep safe around discarded drug paraphernalia). 	<p style="text-align: center;"><u>Relationships</u></p> <ul style="list-style-type: none"> I can tell you how I feel about the important people or animals in my life. I know how most people feel when they lose something or someone they love. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them. <p style="text-align: center;"><u>Safety</u></p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Playing a part in making communities safer Understanding the role of professionals Fire Safety Rail Safety Agricultural Settings Personal Safety 	<p style="text-align: center;"><u>Changes</u></p> <ul style="list-style-type: none"> I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. I can tell you how it feels to belong to a group, and know it is important for everyone. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. I can sometimes understand why other people are behaving as they are when they are finding a change difficult. I know some ways of dealing with the feelings that sometimes arise from changes. <p style="text-align: center;"><u>Journey in Love</u> <i>Follow "Journey in Love" lesson plans and Power Points</i></p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (dating, being a couple, marriage, being in love) Learn about the value and need for trust, honesty, support and reliability. Learn about marriage and family life – different kinds of families, including living with single parents/carers/other family members Learn that families should be happy, caring, safe places That some children live in abusive/violent homes. That boys and girls are physically different and that their bodies will begin to change as they get older. To begin to prepare for puberty. To be able to name the parts of the body and describe how they work- aspects of human reproduction. To learn about appropriate contact (that there are parts of others that we should not touch/ourselves that we should not touch in public). What you can do if someone touches you in an inappropriate way. Children can protect themselves and ask for help.

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Democracy

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Subject content - Upper Key Stage 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>New Beginnings</p> <ul style="list-style-type: none"> I know some of the things that help us in school to learn and play well together. I understand my rights and responsibilities in the school. I understand the need for rules and values in society and why we have the rules we do in school. If I don't agree with something in school I know how to go about trying to change things. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I know that I am valued at school. I understand how it feels to do or start something new, and why. I can explain how I go about solving a problem and can give you an example of a problem I have solved. I know some of the things that help us in school to learn and play well together <p>Getting on and falling out</p> <ul style="list-style-type: none"> I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I can say things and do things that are likely to make a difficult situation better. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I can use my skills for solving problems peacefully to help other people resolve conflict. I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings of anger; some ways to calm myself down. I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I can tell you some things that a good leader should do. 	<p>Sav No to Bullying</p> <p><i>Anti-Bullying Week</i></p> <p>Economy</p> <ul style="list-style-type: none"> What money is & the exchange of money The concept of credit Looking after money Official financial records, e.g. bank statements Spending money Planning and thinking ahead with regard to saving Basic risk and return Getting money from money by saving e.g. interest Making personal life choices Assessing best buys <p>The difference between good and bad debt (planning and manageability)</p>	<p>Going for goals!</p> <ul style="list-style-type: none"> I know the skills and attributes of an effective learner. I can try to develop these skills. I can set myself a goal or challenge. I know the skills and attributes of an effective learner. I can be a critical friend to others and myself. I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me. I can set myself a goal or challenge. I can apply what I have learned. I can tell you what I need to learn next <p style="text-align: center;"> Citizenship</p> <ul style="list-style-type: none"> To research, discuss and debate topical issues, problems and events. 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. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 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. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. What democracy is, and about the basic institutions that support it locally and nationally. To recognise the role of voluntary, community and pressure groups. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. 	<p>Good to be me</p> <ul style="list-style-type: none"> I can use some strategies to help me when I feel useful or inadequate. I can feel positive even when things are going wrong. I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I can make a judgement about whether to take a risk. I can disagree with someone without falling out. I can cope when someone disagrees with me. <p style="text-align: center;">Healthy Lifestyles – Drugs & Alcohol</p> <ul style="list-style-type: none"> Learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs. Learn that all drugs have the potential to cause harm and that drugs in combination can increase risk. That some drugs (including medicines) can be addictive, legal drugs as much as illegal ones. Alcohol – how to identify and manage risk; has the potential to cause harm especially when consumed in large amounts or in combination with other drugs; law concerning sale and purchase; culture around alcohol, society's views, family views, media and commercial interests; links with anti-social behaviour, personal safety and crime. Tobacco – single greatest cause of preventable illness and early death; information and developing attitudes and skills not to take up smoking; influence of friends, family, society and the media on decisions about smoking; perception to appear more grown up. Volatile substances – deliberate inhalation of substances such as glue, aerosols has a high risk of sudden death; impact on emotional and social health and well being .Cannabis – is illegal; causes short term memory loss, loss of concentration; damages respiratory function, is linked to lung cancer; that the medical benefits of some of the chemicals found in cannabis, but not cannabis itself, are being investigated. Other drugs – what they are; how to keep safe around discarded drug paraphernalia; risks and effects on the community. Learn to make informed choices about their health. Learn to resist pressure to do wrong and take more responsibility for their actions. Learn basic skills to manage risky situations (e.g. how to keep safe around drug paraphernalia). 	<p>Relationships</p> <ul style="list-style-type: none"> I can find out about people who are important to me. I can give and receive a compliment. I can tell you about a time when I felt embarrassed and what it felt like. I know some things to do when I feel embarrassed that will not make things worse. I can use a problem-solving approach to sort out an embarrassing situation. I can think about what embarrasses me and learn something about me that I didn't know before. I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. <p style="text-align: center;">Safety</p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Playing a part in making communities safer Understanding the role of professionals Personal safety Community Safety On-line Safety 	<p>Changes</p> <ul style="list-style-type: none"> I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I understand how it might feel when a change takes you away from familiar people and places. I can try to understand why people might behave the way they do when they are facing a difficult change. I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. I can tell you some of my own 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that people respond differently to changes and challenges. <p style="text-align: center;">Journey in Love</p> <p style="text-align: center;"><i>Follow "Journey in Love" lesson plans and Power Points</i></p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (dating, being a couple, marriage, being in love) Learn about the value and need for trust, honesty, support and reliability. Learn about marriage and family life – different kinds of families, including living with single parents/carers/other family members About the importance of marriage and stable relationships as key building blocks of family life and bring up children. That some children live in abusive/violent homes. How can they protect themselves or their friends and ask for help. How males and females are physically different and how their bodies will change as they get older. To begin to prepare for puberty, including menstruation To be able to name the parts of the body and describe how they work-aspects of human reproduction. To learn about appropriate contact (that there are parts of others that we should not touch/ourselves that we should not touch in public). What you can do if someone touches you in an inappropriate way.

Subject Leader: Mairead Reynolds

St Helen's Catholic Primary School

PSHCE Curriculum Map 2017 - 2018



Topics that lend themselves to supporting British Values

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>New Beginnings</p> <ul style="list-style-type: none"> I work well in a group and can tell you what helps my group to work well together. I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules and values in society and why we have the rules we do in school. If I don't agree with something in school I know how to go about trying to change things. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I understand how it feels to do or start something new, and why. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I know some of the things that help us in school to learn and play well together. <p>Getting on and falling out</p> <ul style="list-style-type: none"> When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions. I know how it might feel to be excluded or treated badly because of being different in some way. I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse. I am able to see a situation from another person's perspective. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. <p>I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings; some ways to calm myself down.</p>	<p>Say No to Bullying <i>Anti-Bullying Week</i></p> <ul style="list-style-type: none"> Economy What money is & the exchange of money The concept of credit Basic risk and return Why we need insurance Getting money from money by saving e.g. interest Making personal life choices The difference between good and bad debt (planning and manageability). How spending money and our satisfaction in doing so varies according to circumstances Implications of finance. <p>Standards of living vary across place and time. The ethical dimension to financial decisions</p>	<p>Going for goals!</p> <ul style="list-style-type: none"> I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I know that it is up to me to get things done by taking the first step. I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. I can recognise when I am using an excuse instead of finding a way around a problem. I know that it is up to me to get things done by taking the first step. I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups. <p> Citizenship</p> <ul style="list-style-type: none"> To research, discuss and debate topical issues, problems and events. 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. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 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. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. What democracy is, and about the basic institutions that support it locally and nationally. To recognise the role of voluntary, community and pressure groups. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources are allocated in different ways and that these economic choices affect communities and the sustainability of the environment 	<p>Good to be me</p> <ul style="list-style-type: none"> I accept myself for who and what I am. I can recognise when I am feeling worried. I know how to do something about my worry. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time. <p>Healthy Lifestyles – Drugs & Alcohol</p> <ul style="list-style-type: none"> Learn about the effects and risks of alcohol, tobacco, volatile substances and illegal drugs. Learn that all drugs have the potential to cause harm and that drugs in combination can increase risk. That some drugs (including medicines) can be addictive, legal drugs as much as illegal ones. Alcohol – law concerning sale and purchase; culture around alcohol, society's views, family views, media and commercial interests; links with anti-social behaviour, personal safety and crime. Tobacco – information and developing attitudes and skills not to take up smoking; influence of friends, family, society and the media on decisions about smoking; perception to appear more grown up; perception of smoking as a method of weight control. Volatile substances – deliberate inhalation of substances such as glue, aerosols has a high risk of sudden death; impact on emotional and social health and well being. Cannabis – is illegal; causes short term memory loss, loss of concentration; damages respiratory function, is linked to lung cancer, psychological dependency, mild withdrawal, can cause psychotic reactions for some; that the medical benefits of some of the chemicals found in cannabis, but not cannabis itself, are being investigated. Other drugs – what they are; how to keep safe around discarded drug paraphernalia; risks and effects on the community Learn to make informed choices about their health. Learn to resist pressure to do wrong and take more responsibility for their actions. Learn basic skills to manage risky situations (e.g. how to keep safe around discarded drug paraphernalia). 	<p>Relationships</p> <ul style="list-style-type: none"> I can tell you about the people who are important to me. I know some of the feelings people have when someone close dies or leaves. I can use some strategies to manage feelings associated with loss. I understand that different people show their feelings in different ways. I understand that there is not just one way to grieve. I can use some strategies to manage feelings associated with loss. I can help support someone who is unhappy because they have lost someone or someone. I can tell when I am hiding a feeling and then choose to share it with someone. I can break friends with someone without hurting their feelings. I understand when breaking friends might be the best thing to do. I can think about when to forgive someone. I can forgive someone. <p>Safety</p> <ul style="list-style-type: none"> The skills of hazard awareness and recognition Risk assessment and management Factors which influence attitudes and behaviour Personal and social skills The role of emotions in recognising risky situations Playing a part in making communities safer Understanding the role of professionals The role of the police 	<p>Changes</p> <ul style="list-style-type: none"> I know that many children have mixed feelings about going to secondary school. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools. I understand why I behave the way I do sometimes when I feel uncomfortable. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school. I can tell you some of the good things about me that my classmates like and value <p>Journey in Love <i>Follow "Journey in Love" lesson plans and Power Points</i></p> <ul style="list-style-type: none"> Confidence in talking, listening and thinking about feelings and relationships Learn about relationships (dating, being a couple, marriage, being in love) Learn about the value and need for trust, honesty, support and reliability. About the importance of marriage and stable relationships as key building blocks of family life and bring up children. That some children live in abusive/violent homes. How can they protect themselves or their friends and ask for help. How males and females are physically different and how their bodies will change as they get older. To begin to prepare for puberty, including menstruation To be able to name the parts of the body and describe how they work-aspects of human reproduction. Learn about the risks of unprotected sex and how to avoid them; HIV/Aids and STDs. Address social pressures on young people Links to alcohol and drugs, how to assess and manage risk. To learn about appropriate contact (that there are parts of others that we should not touch/ourselves that we should not touch in public). What you can do if someone touches you in an inappropriate way. Can protect themselves and ask for help.

Subject Leader: Mairead Reynolds