



Whole School Curriculum Map – Key skills in PSHE- 2014/15

		Core Theme Health and wellbeing	Core Theme Relationships	Core Theme Living in the wider world
ONE HOUR PER WEEK TAUGHT ALONGSIDE OTHER SUBJECTS				
CROSS CUTTING SKILLS				
Foundation		<p>To enjoy responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To describe self in positive terms and talk about abilities.</p> <p>To be aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>To ask appropriate questions of others.</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p> <p>To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships.</p> <p>To take steps to resolve conflicts with other children.</p>		
KEY STAGE 1	YEAR 1	<p>AS ABOVE PLUS</p> <p>Children are to know about being healthy. Able to recognise what they like and dislike. Recognise and celebrate their strengths. Know about good and not so good feelings. Talk about growing from young to old and name for the main parts of the body.</p> <p>To know household products, including medicines, can be harmful if not used properly. Children are to know rules and consequences. And know about people who look after them, their family networks, who to go to if they are worried.</p>	<p>AS ABOVE PLUS</p> <p>Children should communicate their feelings to others, know the difference between secrets and surprises and able to recognise what is fair and unfair, kind and unkind, what is right and wrong. Have opportunities to share their opinions on things that matter to them, listen to other people and play and work cooperatively. They should be able to identify differences in others, identify their special people.</p> <p>To know acceptable and unacceptable behaviour and recognise when people are being unkind either to them or others.</p>	<p>AS ABOVE PLUS</p> <p>Children should know how to contribute to the life of the classroom, know that people and other living things have needs. They should know that they belong to various groups and communities such as family.</p> <p>Be aware of and know what improves and harms their local environment and know that money comes from different sources.</p>
	YEAR 2	<p>AS ABOVE PLUS</p> <p>Children are to know what is a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Able to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To set simple but challenging goals. Describe their feelings to others and simple strategies for managing feelings.</p> <p>Know the importance of and how to maintain personal hygiene and know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. They know how people's needs change, increasing independence may bring. Know that rules are a way of keeping physically and emotionally safe.</p>	<p>AS ABOVE PLUS</p> <p>Children should know how to respond and recognise how their behaviour affects other people. The importance of not keeping adults' secrets, only surprises. Able to explain their views through discussions with one other person and the whole class. Know strategies to resolve simple arguments through negotiation and respect differences and similarities between people. Children need to know what makes them special and how special people should care for one another and know how to respond (including who to tell and how to tell them) Know the different types of teasing and bullying, that these are wrong and unacceptable, know how to resist teasing or bullying.</p>	<p>AS ABOVE PLUS</p> <p>Children need to understand how these rules help them and know that they have responsibilities to meet them. Know about some of the ways people look after or environment. Have knowledge that money can be used for different purposes and know about the role money plays in their lives.</p>

		Core Theme Health and wellbeing	Core Theme Relationships	Core Theme Living in the wider world
ONE HOUR PER WEEK TAUGHT ALONGSIDE OTHER SUBJECTS				
CROSS CUTTING SKILLS				
KEY SATGE 2	YEAR 3	<p style="text-align: center;">Building on Key Stage 1</p> <p>Children should know how make informed choices and recognise opportunities to make their own choices about food. Able to celebrate their achievements, identify their strengths. They have an understanding of good and not so good feelings and know about change, including transitions. They should know the terms, 'risk', 'danger' and 'hazard' and understand risk by recognition. They recognise their increasing independence and recognise when and how to ask for help and use basic techniques. They know about bacteria and viruses.</p>	<p style="text-align: center;">Building on Key Stage 1</p> <p>Children recognize and respond appropriately to a wider range of feelings in others. Recognise what is a positive, healthy relationship and know of different types of relationships. They need to know what kind of physical contact is acceptable or unacceptable. They should listen and respond respectfully, recognising and care about other people's feelings. They work collaboratively towards shared goals. Children should develop strategies to resolve disputes and conflict, recognise and manage 'dares' and realise consequences and know why and how rules are made. Have opportunities to discuss topical issues, problems and events.</p>	<p style="text-align: center;">Building on key stage 1</p> <p>Children should have opportunities to discuss topical issues, problems and events concerning health and wellbeing. Know that situations take part in making and changing rules. They know that there are different kinds of responsibilities. Have skills and know how to resolve differences. Have knowledge about the range of national, regional and religions.</p>
	YEAR 4	<p>AS ABOVE PLUS</p> <p>Children are able to recognise that choices can have positive, neutral and negative consequences and know what influence their choices and the benefits of eating a balanced diet. They are to reflect on and celebrate their achievements, identify their strengths. Have a deeper understanding of good and not so good feelings. Know the difference between the terms, 'risk', 'danger' and 'hazard' and understand risk by recognising, predicting and assessing risks in different situations. Recognise their increasing independence and that this brings increased responsibility. Know that bacteria and viruses can affect health.</p>	<p>AS ABOVE PLUS</p> <p>Children are to develop the skills to form and maintain positive and healthy relationships and be aware of different relationships including those between friends and families. Know how to respond and the concept of 'keeping something confidential or secret'. Be able to talk to a wide range of people, recognise and care about other people's feelings and use negotiation and appropriate compromise. Know of discrimination, teasing, bullying and aggressive behaviours. Recognise and challenge. Discuss and debate topical issues and know why and how rules, why different rules are needed in different situations. Realise the consequences of anti-social behaviours, such as bullying. Know that there are different kinds of responsibilities, rights and duties at home, at school and in the community. Resolve differences by looking at alternatives, making decision.</p>	<p>AS ABOVE PLUS</p> <p>Children are able to discuss and debate topical issues, problems and events concerning health and wellbeing. Know the consequences of anti-social and aggressive behaviours and know alternatives, seeing and respecting others' points of view. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and know about others living in other places, and people with different values and customs.</p>
	YEAR 5	<p>AS ABOVE PLUS</p> <p>Children to know what positively and negatively affects their physical, mental and emotional health and to begin to understand the concept of a 'balanced lifestyle', Know areas for improvement. To have an understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range of their feelings to others. To know about change, including transitions (between Key Stages) To differentiate between the terms, 'risk', 'danger' and 'hazard'. Have an understanding of risk by recognising, predicting and assessing risks in different situations. Use opportunity to build resilience. Recognise their increasing independence brings increased responsibility to keep themselves and others safe. Know that bacteria and viruses can affect health and that following simple routines can reduce their spread. Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. Recognise, as</p>	<p>AS ABOVE PLUS</p> <p>Children are to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Know when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Feel confident to raise own concerns. Try to see and respect others points of view. Give constructive feedback and support to benefit others as well as themselves. Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age. Know how to respond and ask for help. Recognise stereotypes. To research, discuss and debate topical issues, problems and events. Know why different rules are needed in different situations and how to take part in making and changing rules. Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities.</p>	<p>AS ABOVE PLUS</p> <p>Children can research topical issues, problems and events concerning health and wellbeing. Realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination on individuals and communities. Able to make decisions and explaining choices. Know about the lives of people and the role money plays in their own and others' lives, a positive way, individuals, communities and the sustainability of the environment. Have some skills that make someone 'enterprising' Opportunities to explore how the media present information. Recognise, as I approach puberty, how people's emotions change.</p>

		I approach puberty.		
YEAR 6	AS ABOVE PLUS Children to know what positively and negatively affects their physical, mental and emotional health (including the media) and to begin to understand the concept of a 'balanced lifestyle' Know areas for improvement, set high aspirations and goals. Have a deepened 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. Know about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. Have a deeper understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. Know 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. Recognise, as I approach puberty, how people's emotions change at the time and how to deal with my feelings towards myself, my family and others' in a positive way.	AS ABOVE PLUS Children are to know about different relationships and know that their actions affect themselves and others. See, respect and if necessary constructively challenge their points of view. Give rich and constructive feedback and support to benefit others as well as themselves. Know 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. Know how to respond and ask for help. Know that resources can be allocated in different ways and these economic choices affect individuals, communities and sustainability of the environment.	AS ABOVE PLUS Children can research topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' Have the skills that make someone 'enterprising' Explore and critique how the media present information. Recognise, as I approach puberty, how people's emotions change at the time and how to deal with my feelings towards myself, my family and others' in	