












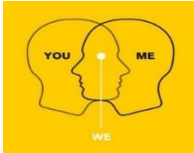























# Swindon Village Primary School





















PSHE Curriculum

# Assembly Overview




	Value	Special foci	Inspirational person	Religious festival
September	<b>Friendship</b> 	<b>International day of peace</b> <b>International day for preservation of the ozone layer</b> 	<b>Mahatma Gandhi</b> 	<b>Harvest</b> 
October	<b>Tolerance</b> 	<b>Black history month</b> 	<b>Mary Seacole</b> 	<b>Diwali</b> 
November	<b>Courage</b> 	<b>Remembrance Children in Need</b> 	<b>Eileen Nearne</b> 	
December	<b>Empathy</b> 			<b>Hanukah and Christmas</b> 
January	<b>Resilience</b> 	<b>National storytelling week</b> 	<b>Martin Luther King</b> 	

	Value	Special foci	Inspirational person	Religious festival
February	<p>Love</p> 		<p>The Beatles</p> 	<p>Shrove Tuesday</p> 
March	<p>Cooperation</p> 	<p>International Women's day World day for water</p> 	<p>Greta Thunberg</p> 	
April	<p>Patience</p> 	<p>World autism awareness day</p> 		<p>Easter</p> 
May	<p>Determination</p> 	<p>Fair trade week</p> 		<p>Eid Ul Fitr</p> 
June	<p>Fairness</p> 	<p>Refugee week</p> 	<p>William Wilberforce</p> 	
July	<p>Happiness</p> 		<p>Marcus Rashford</p> 	




# PSHE Overview

	Autumn Term Interpersonal Education	Spring Term Relationships and Sex Education	Summer Term British Values
Year 1	<p>Me and my school</p> 	<p>Growing and caring for ourselves</p> 	<p>Public Services</p> 
Year 2	<p>Valuing each other</p> 	<p>Differences</p> 	<p>Responsibility, positivity and initiative</p> 
Year 3	<p>Friendships</p> 	<p>Valuing differences</p> 	<p>Multiculturalism</p> 
Year 4	<p>Role models and working together</p> 	<p>Growing up</p> 	<p>Freedom of faith and belief</p> 
Year 5	<p>Emotional Wellbeing</p> 	<p>Puberty</p> 	<p>Democracy and the rule of law</p> 
Year 6	<p>Finances</p> 	<p>Puberty, relationships and reproduction</p> 	<p>Combatting discrimination</p> 

# PSHE Content: Year 1

	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 1	<p><u>Me and my school</u></p> 	<p><u>Growing and caring for Ourselves</u></p> 	<p><u>Public Services</u></p> 
Suggested Content	<p><u>How do we decide to behave?</u> Class and group rules, respecting others' needs; behaviour; listening to feelings and bodies can be hurt</p> <p><u>What makes us special?</u> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p> <p><u>Growing and changing</u> Recognising what they are good at; developing skills for setting goals; understanding change in environments (school/outside school) and becoming more independent</p>	<p><u>Lifecycles of humans and animals</u> Recognise that changes happen constantly as we grow; understand the life cycles of humans and animals including different stages</p> <p><u>Being unique</u> Value their own body and recognise its capabilities and uniqueness; development of positive body image; concept of tolerance</p> <p><u>Personal hygiene</u> Understand basic information about how the body works; ways of looking after it; know how to keep themselves clean</p>	<p><u>Overview of the Public Services</u> The different types of services available to UK citizens; when you need to use public services; how to contact the emergency services - role play of contacting services Their role in society Detailing the elements of the fire, ambulance and police services; look at the roles of key service people (i.e. paramedic, communications officers, firefighters etc); vehicle features; daily activities within professions and how they have benefitted victims of crime and injuries</p> <p><u>Health and safety</u> Identifying people who keep us safe; understanding the importance of rules for our health and safety</p>




# PSHE Content: Year 2

	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 2	<p><u>Changing Friendships</u></p> 	<p><u>Differences</u></p> 	<p><u>Responsibility, positivity and initiative</u></p> 
Suggested Content	<p><u>How can we help?</u> Respecting our own and others' rights and needs; privacy; getting help in a variety of situations including emergencies; the qualities of a good friend</p> <p><u>Community</u> What makes a community strong; valuing diversity in abilities; looking after local environments (school, township etc); groups and communities they belong to; people who work in the community</p> <p><u>Recognition and achievement</u> Making others feel valued; feeling appreciated by others; reflecting on and celebrating achievements, identifying strengths, setting simple but challenging goals</p>	<p><u>Similarities and differences - body parts</u> Recognise the main external parts of the bodies of humans including agreed names for reproductive organs</p> <p><u>Where do babies come from?</u> Understand that all living things originate from other living things; humans produce babies that grow into children then adults; consider physical changes that will take place as they move from childhood to adulthood</p> <p><u>Becoming independent</u> Consider their responsibilities now and compare these to when they were younger; understand choices they are able to make in order to keep themselves healthy</p>	<p><u>Responsibility</u> Rights and duties at home; in school and the local environment; responsibilities as a student of SVPS</p> <p><u>Positivity and Wellbeing</u> What makes us happy; how we can change our mindset if we are feeling negative emotions; giving back to the community;</p> <p><u>Taking initiative</u> Keeping safe in different settings and being self-aware; helping out at home; being independent in our learning</p>

# PSHE Content: Year 3




	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 3	<p><b>Friendships</b></p> 	<p><b>Valuing differences</b></p> 	<p><b>Multiculturalism</b></p> 
Suggested Content	<p><b><u>The role of a friend</u></b> How to maintain friendships; what we expect of our friends; recognising bullying and getting help; working collaboratively with others; understanding our actions affect others</p> <p><b><u>Feelings and conflict</u></b> Describing feelings; feelings associated with change; recognising a wider range of feelings in others; ways to respond to others' feelings; dealing with conflicting opinions in friend groups; resolving problems between mutual friends</p> <p><b><u>Positive relationships</u></b> What constitutes a positive healthy relationship and developing the skills to maintain this; recognise the differences between types of relationship, including those between acquaintances, friends, relatives and families</p>	<p><b><u>Similarities and differences - reproductive organs</u></b> Recognise the main organs of the bodies of humans including scientific names for reproductive organs; identify differences between men and women</p> <p><b><u>Types of love</u></b> Understand that there are different types of love; showing love, respect and other values in a relationship</p> <p><b><u>Personal hygiene</u></b> Understand how infection can spread; how to prevent the spread of infection through good personal hygiene practices; recognise that our bodies have three main lines of natural defence; that sometimes the body needs help to fight infection</p>	<p><b><u>Multiculturalism in the UK</u></b> The different religions and ethnicity diversity within the UK; immigration as a lifestyle change (focus - the impact upon children); respecting the strength that diverse populations bring to a society</p> <p><b><u>Recognising and appreciating diversity</u></b> Looking at the differences in culture within our classroom, school and local communities; identifying the surrounding facilities/buildings in our area</p> <p><b><u>Working collaboratively</u></b> Realise the nature and consequences of discrimination, teasing bullying and aggressive behaviour (including all cyber bullying forms, use of prejudice-based language, 'trolling' and how to respond and ask for help); how to share their views and opinions with others</p>

# PSHE Content: Year 4




	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 4	<p><b>Role models and working together</b></p> 	<p><b>Growing Up</b></p> 	<p><b>Freedom of faith and belief</b></p> 
Suggested Content	<p><b><u>Dealing with emotions</u></b> To recognise and respond appropriately to a wider range of feelings in others; to recognise what constitutes a positive, healthy relationship and develop the skills to maintain these; develop strategies to resolve conflict through negotiation and compromise and to give rich and constructive feedback and support to benefit others and themselves</p> <p><b><u>Working as a team</u></b> Interesting group challenge (e.g. construct a tower); discussion based around great teamwork and how it allows people to be effective</p> <p><b><u>Positive and negative role models</u></b> Understand the idea of negative role models/peer pressure; what is the motivation behind your actions? Understand resilience and recognise what is a positive and negative role model (discussion or debate after reading based around which is the best role model)</p>	<p><b><u>Changes</u></b> Understand some of the physical changes that will happen as humans get older; consider their responsibilities and levels of independence now; how these have changed as they have grown; how they will continue to change into the future</p> <p><b><u>Personal hygiene</u></b> Understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living; understand that antibiotics should be taken only as prescribed</p> <p><b><u>Challenging stereotypes</u></b> Challenge gender based stereotypes</p>	<p><b><u>Diversity in the UK</u></b> Understand that there are a range of national, regional, religious and ethnic identities in the UK; the difference between faith, belief; research the different faiths that people in the UK adhere to</p> <p><b><u>Case Studies</u></b> Observe similarities between these various religions; use of drama and role play to act out stories from different religious texts; present reflections that link real life to religious teachers</p> <p><b><u>Tolerance and respect</u></b> Understanding each of these terms as individual concepts; reviewing scenarios in history where tolerance and respect have been demonstrated in a positive way e.g. Alexander the Great (after conquering Babylon, he allowed the ancient temple to be rebuilt showing respect for the religion)</p>



# PSHE Content: Year 5

	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 5	<p><b><u>Emotional Wellbeing</u></b></p> 	<p><b><u>Puberty</u></b></p> 	<p><b><u>Democracy and the rule of the law</u></b></p> 
Suggested Content	<p><b><u>Physical, mental and emotional health</u></b> Begin to understand the concept of a 'balanced lifestyle'; the importance of self-care; understanding how to make informed choices and the impact these have in the sense of neutral, positive and negative</p> <p><b><u>Habits and change</u></b> What is meant by the term 'habit'; understand why habits are hard to change; safe user habits (i.e. internet/phone usage); how anti-social behaviour can affect wellbeing; understanding transitional change involving schools, loss, separation, divorce and bereavement</p> <p><b><u>Staying safe</u></b> Develop strategies to keep safe in a variety of settings including road safety (biking); safety online; understanding the importance of protecting personal information including passwords, addresses and the distribution of images of themselves and others; how to manage requests for personal material; who you can seek advice and help from if you are concerned</p>	<p><b><u>Physical and emotional changes</u></b> Know and understand the physical changes that take place during puberty and why they happen; understand that emotional as well as physical changes happen at different rates for different people</p> <p><b><u>Personal hygiene</u></b> Consider new aspects of personal hygiene relevant to puberty</p> <p><b><u>Genetic inheritance</u></b> Understand genetic inheritance</p>	<p><b><u>Debating skills</u></b> How to share your opinion and challenge others; to be able to listen and respond respectfully to a wide range of people; be able to research topics; active listening skills; debate current topics in the news; political candidate debates</p> <p><b><u>Democracy in the UK</u></b> The rule of the Law and its purpose; how laws that protect ourselves and others are made and enforced; the role of the Houses of Parliament; how to take part in making and changing rules;</p> <p><b><u>How does an election work?</u></b> Understand types of voting systems, specifically first-past-the-post (House of Commons, English and Welsh local elections) and the Additional Member System (Scottish Parliament); manifestos and the campaign</p>

# PSHE Content: Year 6

	Autumn Term	Spring Term	Summer Term
	Interpersonal Education	Relationships and Sex Education	British Values
Year 6	<p><b><u>Finances</u></b></p> 	<p><b><u>Puberty, relationships and reproduction</u></b></p> 	<p><b><u>Combatting discrimination</u></b></p> 
Suggested Content	<p><b><u>Savings</u></b> To learn about the role that money plays in their own and others' lives; how to manage their budgeting and saving; understand why we need to have savings and the role they play in our future</p> <p><b><u>Being a critical consumer</u></b> Understand the meaning of a critical consumer and how to be one; understand the influence of images and advertising in the media with regards to spending; understand income tax</p> <p><b><u>Debt</u></b> Understand the effect of money and how it can make things different for people depending on income; understand the risks in relation to personal finances; understand comparing costs in relation to spending</p>	<p><b><u>Physical and emotional changes</u></b> Understand the functions of male and female reproductive organs; know and understand the physical changes that take place at puberty and why they happen; able to recognise their own changing emotions and express their feelings and concerns positively</p> <p><b><u>Lifecycles and relationships</u></b> Know about the facts of the human lifecycle, including sexual intercourse; consider the need for trust and love in marriage and relationships; consider different types of love</p> <p><b><u>Birth and a new baby</u></b> Understand how babies are born; explore the impact a new baby has on a family</p>	<p><b><u>What are human rights?</u></b> Why and how rules and laws that protect them and others are made and enforced; understand the basic rights shared by all people and societies and that children have their own special human rights set out in the UN Declaration of the Rights of the child; to know that there are some cultural practices that are against British law and universal human rights (FGM)</p> <p><b><u>What is discrimination?</u></b> Understanding the types of discrimination: religious, gender, nationality, ethnicity (culture), race, or other personal trait; equality and how to promote it actively; context studies e.g. workplace (gender pay gap)</p> <p><b><u>Equality and Promotion</u></b> Understanding there are laws in place to protect young people and adults (Equality ACT 2010); school policies and procedures; case studies of historical individuals who have fought for equality (e.g. MLK, Harvey Milk, Rosa Parks, Nelson Mandela)</p>

