



Healey Primary School

PSHCE

Scheme of Work

PSHCE Scheme of Work –Y1			
Topic	Attitudes	Skills	Knowledge and Understanding
Me	<p>To have a positive self-worth and confidence in expressing emotions and choices</p> <p>To have a positive self-image</p>	<p>To begin to verbalise their feelings and to respect the feelings and views of others</p> <p>To begin to talk with adults and to ask for help</p> <p>To begin to recognise the ways in which they are like, and not like others, and to know that all individuals are special</p>	<p>To be aware of a range of emotions such as happiness, sadness, anger, excitement, fear and loss and bereavement</p> <p>To know what makes them special and to celebrate individual differences</p> <p>To begin to develop an awareness of how their behaviour and attitudes affect themselves and others</p> <p>To begin to understand that situations and feelings can change and that is a normal part of life</p>
Feeling Poorly	<p>To feel positive about caring for one's health and well-being</p>	<p>To begin to recognise safe and unsafe situations</p>	<p>To begin to understand the role of medicines when feeling unwell</p> <p>To begin to recognise the signs and symptoms of feeling unwell and to know how important it is to tell someone</p> <p>To begin to understand that all medicines are drugs but that not all drugs are medicines</p> <p>To understand how some diseases spread and basic precautions to take</p>
My Family and Friends (Including anti-bullying week – Y1 SEALs resources)	<p>To appreciate their feelings and those of others</p>	<p>To begin to develop the ability to identify and respect differences and similarities between people</p> <p>To begin to verbalise their feelings and to respect the feelings and views of others</p> <p>To begin to develop positive relationships with others and to be aware that there are different relationships in school</p>	<p>To begin to develop an awareness of how their behaviour and attitudes affect themselves and others</p> <p>To begin to be aware of the qualities that make a good friend</p> <p>To begin to understand that families, i.e. those who care for us, are special</p> <p>To know that everyone's family is made up differently</p>

<p>My Body and Keeping Safe</p>	<p>To feel positive about caring for one's health and well-being</p>	<p>To begin to understand the consequences of their own actions</p> <p>To begin to make healthy choices e.g. washing hands and choosing healthy foods</p>	<p>To begin to understand and follow basic rules to keep themselves safe and healthy</p> <p>To know the dangers when playing around school (busy roads, isolated parks)</p> <p>To begin to understand the role of adults in school and who can help them</p> <p>E-safety – as ICT progression in skills</p>
<p>My Class and School</p>	<p>To begin to have an awareness of fairness in a range of situations</p> <p>To realise that everyone can play an active role in conserving the environment and where possible improving its quality (class and school)</p>	<p>To take part in discussions and to play and work co-operatively</p> <p>To begin to follow simple rules and instructions</p> <p>To begin to recognise when something feels wrong and to act appropriately</p> <p>To feel confident about playing and working co-operatively</p> <p>To take part in discussions with one other person, in groups and the whole class</p> <p>To be able to express their own views</p>	<p>To be able to contribute to making class rules</p> <p>To know some of the school rules</p> <p>To understand that rules can help them and that the government makes rules for the country</p> <p>To begin to have an awareness of being part of the wider community</p>

PSHCE Scheme of Work –Y2			
Topic	Attitudes	Skills	Knowledge and Understanding
Me	<p>To have a positive self-worth and confidence in expressing emotions and choices</p> <p>To have a positive self-image</p>	<p>To begin to develop strategies to deal with being happy and sad</p>	<p>To recognise a further range of emotions including jealousy and anticipation</p> <p>To know ways in which we are different from others</p> <p>To understand how behaviour and attitudes affect others</p>
Medicines and substances around the home	<p>To feel positive about caring for one's health and well-being</p>	<p>To be able to understand and follow rules to keep safe in different places</p> <p>To begin to recognise safe and unsafe situations</p> <p>To begin to make simple choices to have a healthy lifestyle</p>	<p>To understand that medicines can be harmful if not taken correctly and to know who should give you medicines</p> <p>To have an awareness of dangerous substances in the home</p> <p>To know what to do in an emergency at home or school</p>
Babies	<p>To appreciate their feelings and those of others</p>	<p>To be able to listen and respond appropriately to others</p> <p>To develop the ability to identify and respect the differences and similarities between people</p>	<p>To understand the needs of babies and young children</p> <p>To recognise the changes that occur throughout the human life cycle.</p> <p>To be able to correctly name the external body parts, including vagina, vulva and penis and to know these are private.</p>

<p>Roles at home and in school</p>	<p>To appreciate the role they play in and their responsibilities for making the class/school/community a comfortable, safe and caring place</p>	<p>To take part in discussions with one other person, in groups and the whole class</p> <p>To be able to express their own views</p>	<p>To develop an understanding of their rights and responsibilities as individuals</p> <p>To begin to understand how different roles develop at home, at school and in the community (including gender stereotypes)</p> <p>To understand why adults work and earn money and what they can choose to spend their money on.</p> <p>To begin to have an awareness of ways in which everyone's actions affect themselves, the places they live in and other people, plants and animals.</p>
<p>Keeping Safe (Including anti-bullying week – Y2 SEALs resources)</p>	<p>To appreciate their feelings and those of others</p>	<p>To begin to develop strategies to deal with bullying</p> <p>To begin to recognise there is often pressure from friends to do things that are not appropriate and to begin to resist this type of pressure</p> <p>To be able to understand and follow rules to keep safe in different places – including known and unknown adults</p> <p>To begin to recognise safe and unsafe situations</p>	<p>To identify different kinds of unkind behaviour (e.g. name calling, physical, excluding from games)</p> <p>To know some strategies to deal with bullying</p> <p>To begin to understand where appropriate help is available in school/home/community</p> <p>To know about safe people to be with and safe places to play</p> <p>E-safety as ICT progression of skills</p>

PSHCE Scheme of Work –Y3			
Topic	Attitudes	Skills	Knowledge and Understanding
Me	<p>To develop a positive self-worth and confidence in expressing emotions and choices</p> <p>To have a positive self- image</p>	<p>To develop strategies with being sad and being happy</p> <p>To continue to develop vocabulary to describe emotions</p> <p>To develop the confidence to approach and speak to adults in relation to a variety of issues</p>	<p>To discuss what makes people sad, happy or angry</p> <p>To understand how behaviour and attitudes affect others</p> <p>To know where appropriate help and advice is available in school and at home</p>
Drugs and Substances	<p>To feel positive about caring for one's health and well-being</p>	<p>To make informed choices related to substances</p>	<p>To understand that medicines can be both helpful and harmful</p> <p>To know about prescription drugs and the role of doctors, nurses and pharmacists</p> <p>To know about safe storage and handling of medicines and that prescribed medicines are for personal use only</p> <p>To understand that a drug alters the way our body and mind works</p> <p>To understand what to do if discarded needles or syringes are found</p>
Making and Keeping Friends (Including anti-bullying week – Y3 SEALs resources)	<p>To appreciate the feelings of others</p>	<p>To begin to be able to deal with situations of conflict</p> <p>To begin to consider how problems can be resolved by talking to others</p> <p>To recognise the pressure or unwanted physical contact and to know ways of resisting</p>	<p>To know what qualities make a good friend</p> <p>To know that behaviour can have a negative or positive affect on other people</p> <p>To know strategies to make friends</p> <p>To know strategies to keep friends</p> <p>E-safety as ICT progression in skills</p>

<p>Healthy Lifestyles (Healthy Eating)</p>	<p>To feel positive about caring for one's health and well-being</p>	<p>To have an awareness of simple everyday choices</p> <p>To develop skills related to personal hygiene</p> <p>To begin to make informed choices related to substances, relationships, healthy eating, physical activity and safety</p>	<p>To understand the need to respect one's body, develop a healthy lifestyle and to take increasing responsibility for health and well-being throughout life</p> <p>To begin to understand the benefits of physical activity and healthy eating</p> <p>To know about a balanced diet – the eatwell plate</p>
<p>Wants and Needs</p>	<p>To realise that everyone can play an active role in conserving the environment and where possible improve its quality</p> <p>To begin to have an awareness of fairness in a range of situations</p>	<p>To be able appropriately to express and explain opinions on a range of issues</p> <p>To begin to contribute to school and class issues</p>	<p>To understand that there are some rules that do not alter and that must be followed;</p> <p>To understand the difference between wants and needs and between rights and responsibilities.</p>

PSHCE Scheme of Work –Y4			
Topic	Attitudes	Skills	Knowledge and Understanding
Me	<p>To have a positive self-worth and confidence in expressing emotions and choices</p> <p>To have a positive self-image</p>	<p>To develop strategies to cope with feelings of sadness, grief, jealousy, fear and embarrassment</p> <p>To develop appropriate vocabulary for expressing views and opinions</p>	<p>To understand that emotions such as sadness, grief, jealousy, fear and embarrassment are a natural part of life</p> <p>To be aware of the emotions associated with loss and separation</p> <p>To know that there are positive and negative pressures and influences on behaviour</p> <p>To know that emotions can have a physical effect on the body</p>
Alcohol and Tobacco	<p>To feel positive about caring for one's health and well-being</p>	<p>To make informed choices related to substances</p>	<p>To know which common substances are drugs i.e. caffeine, solvents, aerosols, alcohol, tobacco and non-prescription medicines</p> <p>To know the effects on the body of these substances – with emphasis on alcohol and tobacco</p> <p>To understand school rules and the law regarding drugs (alcohol and tobacco) and other substances</p>
Keeping Safe (Including anti-bullying week – Y4 SEALs resources)	<p>To appreciate the feelings of others</p>	<p>To be able to ask for help and advice from a range of appropriate sources</p> <p>To develop the skills to become a reliable and responsible friend</p> <p>To make responsible and informed choices when dealing with conflict</p>	<p>To understand that friends can have differing opinions on some issues</p> <p>To know that some secrets and touches are inappropriate</p> <p>E-safety as ICT progression in skills</p> <p>To know precautions to take around dangers local to Smithy Bridge – canal, busy road, lake and railway.</p> <p>To know the appropriate procedures in the event of an emergency, including 999</p> <p>To understand emergency services should be used appropriately</p>

<p>Healthy Lifestyles</p>	<p>To feel positive about caring for one's health and well-being</p>	<p>To have the confidence to make informed decisions when faced with a range of pressures and influences</p> <p>To use appropriate healthy procedures in order to prevent the spread of bacteria and viruses</p>	<p>To understand why personal hygiene is important in stopping the spread of bacteria and viruses and preventing illness</p> <p>To know what constitutes a healthy lifestyle – covering healthy diet, physical activity, emotional well-being, sleep and caring for our bodies.</p> <p>To know the benefits of a healthy lifestyle.</p>
<p>Citizenship</p>	<p>To realise that everyone can play an active role in conserving the environment and where possible improve its quality</p> <p>To begin to have an awareness of fairness in a range of situations</p>	<p>To have the confidence to express opinions appropriately</p> <p>To realise the consequences of anti-social and aggressive behaviour;</p> <p>To assess different risks in different situations;</p> <p>To continue to contribute to and influence school and class issues</p> <p>To research, discuss and debate topical issues and problems.</p>	<p>To begin to understand democratic processes</p> <p>To begin to understand that rules influence everyone's life</p> <p>To know that everyone has a responsibility for other people's safety within the home, school and community</p> <p>To know how to become involved in community and voluntary groups</p> <p>To begin to understand the diversity and difference in the community.</p>

PSHCE Scheme of Work –Y5			
Topic	Attitudes	Skills	Knowledge and Understanding
Me	<p>To have a positive self-worth and confidence in expressing emotions and choices</p> <p>To have a positive self-image</p>	<p>To be able to identify personal goals and celebrate achievements;</p> <p>To take increasing responsibility for one’s own actions.</p> <p>To begin to make informed decisions;</p> <p>To develop a range of skills to help others;</p>	<p>To understand how growing up creates emotional, physical and social changes to know that there are others, including external agencies, available to support with help and advice</p> <p>To be aware of the potential risks posed by new technology.</p>
Friends and Families	<p>To appreciate the feelings of others.</p>	<p>To recognise the pressure of unwanted physical contact and know ways of resisting.</p>	<p>To understand conflict and how to resolve differences of opinion</p> <p>To know that good friends can still have differences of opinion and that this can enrich a relationship</p> <p>To begin to understand the physical and emotional changes that take place at puberty for both boys and girls and why these changes take place</p> <p>To develop an awareness of the responsibilities of being a parent and different roles in families</p> <p>To recognise that good relationships are mutually respectful</p> <p>To know that in some families the parents are the same sex</p>

<p>Cyber Safety (Including anti-bullying week – Y5 SEALS resources)</p>	<p>To appreciate the feelings of others</p>	<p>To take appropriate measures to safeguard against the potential risks of new technology</p>	<p>Understand some malicious adults may use various techniques on the Internet to make contact, elicit personal information and 'groom' young children, e.g., fake profiles Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world Know how to report suspicions. Recognise that cyber bullying is unacceptable Know how to report an incident of cyber bullying if and when it occurs Understand that they should not publish other peoples' pictures or tag them on the Internet without permission Know that content, e.g., photographs and videos, put online are very difficult to remove</p>
<p>Keeping the Law</p>	<p>To begin to have an awareness of fairness in a range of situations</p> <p>To begin to have an awareness of fairness in the global community</p>	<p>To be able to express opinions and to listen to and respect the views of others</p> <p>To develop a range of strategies to help resolve differences of opinion and conflict</p> <p>To have the confidence and skills to challenge discriminatory behaviours.</p> <p>To realise the consequences of anti-social and aggressive behaviour such as bullying and racism on individuals and communities;</p>	<p>To recognise discrimination and the impact this has on the lives of others To begin to understand who maintains the law, why people break the law and the consequences To know and understand about rights, responsibilities and duties To know about democracy and how it operates at the local level i.e. the local council</p>

<p>Global Issues</p>	<p>To realise that everyone can play an active role in conserving the environment and where possible improving its quality</p> <p>To appreciate and empathise with the work of aid organisations and charities</p>	<p>To further develop the ability to make informed decisions in a variety of situations</p> <p>To develop skills of enquiry, communication, participation and responsible action</p> <p>To research, discuss and debate topical issues and problems</p>	<p>To know that choices can be made to conserve energy and to protect the environment and global resources;</p> <p>To understand that resources can be allocated in different ways and that these economic choices can affect individual communities and the sustainability of the environment</p> <p>To understand the need for and the role of aid organisations and charities</p>
----------------------	--	---	--

PSHCE Scheme of Work –Y6			
Topic	Attitudes	Skills	Knowledge and Understanding
<p>Challenging Stereotypes (Including anti-bullying week – Y6 SEALs resources)</p>	<p>To have a positive self-worth and confidence in expressing emotions and choices;</p> <p>To have a positive self-image</p>	<p>To begin to develop the ability of reflection and self-review</p> <p>To evaluate the appropriateness of information from a range of sources including the media</p> <p>To develop strategies for dealing with feelings arising from difficult situations and to recognise and challenge stereotypes</p>	<p>To know the media presents information in certain ways to influence and persuade us</p> <p>To have an understanding of discrimination, racism, gender, disability and social inequality (including homophobia)</p>
<p>Negotiating Risk with Substances</p>	<p>To feel positive about caring for one's health and well-being</p>	<p>To make informed choices</p> <p>To be able to make links between risks and decision making, particularly in terms of substances and safety</p> <p>To begin to develop strategies for coping with media pressures and peer group influence to experiment with substances e.g. cigarettes and alcohol;</p> <p>To begin to develop skills of assertion and to know how to keep safe when involved in potentially risky activities;</p>	<p>To be aware of why people use solvents, alcohol and tobacco and the effects of these substances</p> <p>To know about the effects and consequences of cannabis use; to be aware of the range of illegal substances and the risks relating to these</p> <p>To know the school rules and the law relating to legal and illegal drugs</p>

<p>Changing Times</p>	<p>To appreciate the feelings of others to value individuals</p>	<p>To recognise the pressure of unwanted physical contact and to know ways of resisting</p> <p>To develop greater independence to prepare for transfer to High School</p>	<p>To know what prevents good friendships; To understand trust and confidentiality and the dilemmas that can sometimes arise To know that behaviour can be affected by a range of circumstances and can threaten relationships To have more detailed knowledge of the physical and emotional changes that happen to both boys and girls and to understand why these changes happen and feel confident about the personal changes To know how to deal with teasing, bullying and personal remarks to develop a basic understanding of human reproduction, including pregnancy and how babies are born To know about conception, pregnancy and birth and that there are ways of choosing not to have a baby To have knowledge of the difference between primary and high school and prepare for the transfer</p>
<p>Safety – First Aid</p>	<p>To feel positive about caring for one's health and well-being</p>	<p>To be able to follow basic first aid procedures, including the recovery position</p>	<p>To have a knowledge of basic first aid to know where to get appropriate help and advice</p>

<p>The Government</p>	<p>To begin to have an awareness of fairness in a range of situations;</p> <p>To appreciate the value in being a citizen in a democratic country</p>	<p>To recognise there are different kinds of rights and responsibilities to participate in decision making and that everyone should have a say in what happens in the future</p> <p>To be able to research, discuss and debate topical issues, problems and events and deal with opposing views appropriately</p>	<p>To understand the role of MPs and the structure of Parliament and appreciate how its decisions affects individuals and communities;</p> <p>To have some understanding of how democracy has developed in this country</p>
-----------------------	--	---	---