

# Dame Catherine Harpur's PSHCE Curriculum



## What is PSHCE

Personal, social and health education and citizenship is concerned with the knowledge, skills and understanding of the following:

- Developing self confidence, responsibility and personal achievement,
- Preparing to play an active role as citizens of Britain and the world and understanding and respecting British Values
- Developing a healthy & safe lifestyle
- Developing good relationships and respecting the differences between people

## Our vision for PSHCE

At Dame Catherine's we aim for PSHCE to be embedded in every aspect of school life. We value children for who they are and nurture their uniqueness, so that they can develop self-confidence in celebrating being themselves. We also value the diversity of our community. Our approaches to PSHCE support us in preparing children for the future by encouraging the development of characteristics for life such as a love of learning, critical thinking, creativity and independence.

We will support all children to develop an understanding of the ever-changing world in which we live. We will nurture their curiosity and develop the skills necessary to take an active role in their community and understand their potential to contribute towards social responsibility on a local, national and global level. Children are given the opportunities to voice their opinions, to challenge and to listen to others throughout everything they do at Dame Catherine's.

### Intent : what we teach and why we teach it

Through our PSHCE at Dame Catherine's, we develop a range of personal, social, spiritual, moral and cultural skills that equip children for life not just in modern day Britain but, importantly, a life as a citizen of a wider world.

We take great pride in supporting children with their emotional development and well-being. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individual and within the community. We place great importance on shared and social responsibility on a local but also world level. We use history and current affairs to support us in exploring the changes in today's society and provide children with a strong understanding of the rights and responsibilities that are part of being an citizen in today's world.

Children learn to understand and respect our common humanity; diversity and differences as we wish them to go on to form the effective, fulfilling relationships that are an essential part of life and learning. In addition, our PSHE curriculum incorporates an age-appropriate understanding of RSE, as set in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

### **Implementation: what this looks like in practice**

This will be through a combination of curriculum themes and discrete opportunities. A significant number of the smaller challenge questions will include elements of PSHCE. Special events, events in the news and most importantly situations which present themselves in our everyday life at school or through discussion with our parents – these are all seen as opportunities and will play a role in supporting our model. This is all part and parcel of our ‘Off Piste’ work, where we respond to events happening in the world and experiences or ideas from individual children. There many occasions where teachers may feel it is useful to teach PSHE as a result of an issue arisen in their group and this is actively promoted. Our flexible curriculum approach supports this in happening.

We get together as a whole school at least once a week, with all children being part of a ‘talking circle.’ We use these opportunities for children to share helpful friends for example. Lunchtimes provide a fantastic opportunity for invaluable informal discussions, often as a whole group, either with or without adults and initiated by children.

There are details of the areas to be incorporated over time in this document, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available, including adult expertise, which support us in providing exciting and relevant learning experiences.

We take great care in tailoring our PSHCE provision to our unique community. With a significant number of part-time children, this means that our model incorporate a lot of ‘mini’ teaching opportunities and ‘spaced discussions’ so that we can reinforce and revisit with various groups of children and embed our work with them.

### **Impact: the effects of the experiences the children have in DCCHS**

Through our observations of and discussions with children, it will be evident that they have a growing confidence in developing relationships and friendships and an increasing sense of responsibility and personal achievement. They will show a deepening understanding of the roles they can play, now and in the future, both in school and in a community. They will increasingly understand how to keep themselves healthy and safe.

## Our curriculum overview

### Pre-school and EYFS

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
<b>Contexts will be the same as for the 5-7 year olds</b>		
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.               <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul> <p><b>Physical Development</b></p>	<p><b>Communication and Language</b></p> <p>Listening, Attention and Understanding: hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Speaking: express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Personal, Social and Emotional Development</b></p> <p>Self-regulation:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Managing self:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>

<ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink activity and toothbrushing.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- waiting and queuing</li> <li>- mealtimes</li> </ul> </li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building relationships:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b>Physical Development</b></p> <p>Gross motor skills: negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b>Understanding the World</b></p> <p>Past and present: talk about the lives of people around them and their roles in society.</p>
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## 5-11 Year olds

Area	5-7 years to include:	7-11 years to include:
Relationships	<p><b>Building and maintaining close positive relationships</b></p> <ul style="list-style-type: none"> <li>● about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>● to identify the people who love and care for them and what they do to help them feel cared for</li> <li>● about different types of families including those that may be different to their own</li> <li>● to identify common features of family life</li> <li>● that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>● about how people make friends and what makes a good friendship</li> <li>● about how to recognise when they or someone else feels lonely and what to do</li> <li>● simple strategies to resolve arguments between friends positively</li> <li>● how to ask for help if a friendship is making them feel unhappy</li> </ul> <p><b>Managing hurtful behaviour and bullying</b></p> <ul style="list-style-type: none"> <li>● that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>● about how people may feel if they experience hurtful behaviour or bullying</li> </ul>	<p><b>Building and maintaining close positive relationships</b></p> <ul style="list-style-type: none"> <li>● to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>● about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>● that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>● that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>● that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> </ul> <p>to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <ul style="list-style-type: none"> <li>● to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>● about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>● what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>● to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others</li> </ul>

- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable;
- how to report bullying; the importance of telling a trusted adult

#### **Safe relationships**

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

#### **Respecting self and others**

- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively

not known face-to-face

- the importance of seeking support if feeling lonely or excluded
- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- how friendships can change over time, about making new friends and the
- benefits of having different types of friends
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

#### **Managing hurtful behaviour and bullying**

- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- strategies to respond to hurtful behaviour experienced or witnessed, offline
- and online (including teasing, name-calling, bullying, trolling, harassment or the
- deliberate excluding of others); how to report concerns and get support
- about discrimination: what it means and how to challenge it

#### **Safe relationships**

- about privacy and personal boundaries; what is appropriate in friendships
- and wider relationships (including online);
- about why someone may behave differently online, including pretending to
- be someone they are not; strategies for recognising risks, harmful content and
- contact; how to report concerns
- how to respond safely and appropriately to adults they may encounter (in all
- contexts including online) whom they do not know
- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- about seeking and giving permission (consent) in different situations
- about keeping something confidential or secret, when this should (e.g. a
- birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- how to recognise pressure from others to do something unsafe or that
- makes them feel uncomfortable and strategies for managing this

	<ul style="list-style-type: none"> <li>● how to talk about and share their opinions on things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>● where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul> <p><b>Respecting self and others</b></p> <ul style="list-style-type: none"> <li>● that personal behaviour can affect other people; to recognise and model</li> <li>● respectful behaviour online</li> <li>● to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>● about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>● to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>● how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>
<p><b>Health and well being</b></p>	<p><b>Physical wellbeing</b></p> <ul style="list-style-type: none"> <li>● about what keeping healthy means; different ways to keep healthy</li> <li>● about foods that support good health and the risks of eating too much sugar</li> <li>● about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>● about why sleep is important and different ways to rest and relax</li> <li>● simple hygiene routines that can stop germs from spreading</li> <li>● that medicines (including vaccinations and immunisations and those that support allergic reactions) are available as a choice and can help people to stay healthy</li> </ul>	<p><b>Physical wellbeing</b></p> <ul style="list-style-type: none"> <li>● how to make informed decisions about health</li> <li>● about the elements of a balanced, healthy lifestyle</li> <li>● about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>● how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>● about what good physical health means; how to recognise early signs of physical illness</li> <li>● about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>● how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>● about how sleep contributes to a healthy lifestyle; routines that support</li> </ul>

- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to keep safe in the sun and protect skin from sun damage
- about different ways to learn and play; recognising the importance of knowing
- when to take a break from time online or TV
- about the people who help us to stay physically healthy
- about things that people can put into their body or on their skin; how these can affect how people feel

#### **Mental wellbeing**

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about things that help people feel good (e.g. playing outside, doing things)
- they enjoy, spending time with family, getting enough sleep)
- different things they can do to manage big feelings, to help calm themselves
- down and/or change their mood when they don't feel good

- good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- that bacteria and viruses can affect health; how everyday hygiene routines
- can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- how medicines, when used responsibly, contribute to health; that some
- diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- how to maintain good oral hygiene (including correct brushing and flossing);
- why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- about the risks and effects of legal drugs common to everyday life (e.g. alcohol and medicines) and their impact on health;
- recognise that drug use can become a habit which can be difficult to break (link with mental health)
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines); about the mixed messages in the media about drugs; about the organisations that can support people if they have concerns

#### **Mental wellbeing**

- that mental health, just like physical health, is part of daily life; the
- importance of taking care of mental health
- about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- to recognise that feelings can change over time and range in intensity

- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss; to identify feelings associated with this; to recognise what helps people to feel better

**Ourselves growing and changing**

- to recognise what makes them special
- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to use appropriate vocabulary when talking about parts of their bodies
- about growing and changing from young to old and how people's needs change
- about preparing to move to a group and dealing with changes to current groups

**Keeping safe**

- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to
- minimise harm
- about how to keep safe at home (including around electrical appliances) and
- fire safety (e.g. not playing with matches and lighters)
- that household products (including medicines) can be harmful if not used correctly
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- about change and loss, and how these can affect feelings; ways of expressing and managing these
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

**Ourselves growing and changing**

- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) and to recognise their individuality and personal qualities
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- about the new opportunities and responsibilities that increasing independence may bring
- strategies to manage changes, moves and transitions eg. to a new school, or dealing with changes to current groups
- the process of puberty and how this relates to human reproduction, about the physical and emotional changes that happen when approaching and during puberty and the importance of maintaining personal hygiene
- the human life cycle; how babies need to be cared for
- about where to get more information, help and advice about growing and changing, especially about puberty

	<ul style="list-style-type: none"> <li>● about the people whose job it is to help keep us safe</li> <li>● basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>● about what to do if there is an accident and someone is hurt</li> <li>● how to get help in an emergency</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>● reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with</li> <li>● reference to social media, television programmes, films, games and online gaming</li> <li>● how to predict, assess and manage risk in different situations</li> <li>● about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>● about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>● strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>● about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>● about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></li> <li>● how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>● British Laws and practices which pose potential risk, whom to tell if they think they or someone they know might be at risk</li> </ul>
<p><b>Living in the wider world</b></p>	<p><b>Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>● about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>● how people and other living things have different needs; about the responsibilities of caring for them</li> <li>● about things they can do to help look after their environment</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>● about the different groups they belong to</li> </ul>	<p><b>Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>● to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>● to recognise there are human rights, that are there to protect everyone</li> <li>● about the relationship between rights and responsibilities</li> <li>● the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>● ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul> <p><b>Communities</b></p>

- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people

**Media literacy and digital resilience**

- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true

**Economic wellbeing: money, aspirations, jobs and careers**

- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- about some of the strengths and interests someone might need to do different jobs

- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community;
- about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiences

**Media literacy and digital resilience**

- recognise ways in which the internet and social media can be used both positively and negatively
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- about some of the different ways information and data is shared and used online, including for commercial purposes
- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

**Economic wellbeing: money, aspirations, jobs and careers**

- about the different ways to pay for things and the choices people have about this
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

		<ul style="list-style-type: none"><li>● to recognise that people make spending decisions based on priorities, needs and wants</li><li>● different ways to keep track of money</li><li>● about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li><li>● about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li><li>● to identify the ways that money can impact on people's feelings and emotions</li><li>● to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li><li>● that there is a broad range of different jobs/careers that people can have;</li><li>● that people often have more than one career/type of job during their life</li><li>● about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li><li>● about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li><li>● that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li><li>● about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li><li>● to identify the kind of job that they might like to do when they are older</li><li>● to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li></ul>
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## Contexts and coverage

### 5-7 year olds (2 / 3 year cycle of coverage)

Year and term	Area	Specifics included (include ages where relevant)	Curriculum question (where relevant)
2022-23 Autumn	Respecting self and others	<p>Ensuring that children are listening to what their friends are saying during carpet time, Show &amp; Tell, group learning activities.</p> <p>Discussing how in appropriate words/actions can make others feel unhappy/sad as part of managing behaviour in class/at playtime.</p>	On-going
		<p>Talking about each other's experiences/day-to-day lives as part of Show &amp; Tell, helping them to recognise similarities and differences between our families, what we do at home, what we enjoy doing. Sharing opinions about people/places/things that are important to them.</p>	On-going
	Physical wellbeing	<p>Importance of hygienic routines, e.g. toileting/handwashing/eating</p>	On-going
	Mental wellbeing	<p>Recognising what makes us feel happy/angry. Discussing different emotions felt by the book characters and whether we have things that make us ever feel like too.</p> <p>Looking at facial expressions to help identify how someone is feeling.</p>	All About Me ('Super Duper You')
	Ourselves growing and changing	<p>Talking about what makes each of us special and unique. Sharing we love to do, what our skills are, our interests and hobbies. Also what we do and don't like doing.</p>	All About Me ('Super Duper You' and 'Only One You')
	<p>What it's like to be new, how we can make new friends/make new people feel welcome.</p>	What Would an Alien Make of Planet Earth?	
	Communities	<p>Exploring different faiths and how these people have a sense of belonging. What they do as part of their religious community.</p>	RE sessions
2022-23 Spring			
2022-23 Summer			

**7-11 year olds (3 / 4 year cycle of coverage)**

Year and term	Area	Focus areas (include ages where relevant)	Curriculum question (where relevant)
2021-22 Autumn	<p>Living in the wider world: shared responsibility, economic wellbeing</p> <p>Health and wellbeing: keeping safe</p>	<p>How our choices affect the environment, shared responsibility for protecting the environment, carbon footprint, food waste, global warming and energy, fairtrade, prioritise spending choices.</p> <p>Considering alternatives – creating a cookbook of their own to promote and sell.</p> <p>Acceptable use agreements</p>	<p>What’s our Power? The Power of our plate.</p>
2021-22 Spring	<p>Living in the wider world: communities</p> <p>Media literacy and digital resilience</p> <p>Health and well-being: physical wellbeing</p> <p>Relationships (10-11 year olds)</p>	<p>Comparison with communities in various parts of Africa. Community of Massai.</p> <p>Information online / in the media. Propaganda</p> <p>Elements of a balanced, healthy lifestyle, healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not.</p> <p>The heart, exercise benefits mental and physical health. The role of blood cells in keeping us healthy.</p> <p>Discussions on marriage and right to choose. Age of consent. Comparison with practices in the past – middle ages and with other countries today. British Laws and potential risks for specific groups.</p>	<p>Link with work on Africa</p> <p>Link with science work on the body, blood and the circulatory system.</p> <p>King Arthur: High King</p> <p>Various aspects of relationships explored through the novel.</p>
2021-22 Summer	<p>Health and well being: physical well-being</p> <p>Keeping safe</p> <p>Changes</p> <p>Relationships</p>	<p>Elements of a balanced, healthy lifestyle, healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not.</p> <p>Unusual events and hazards.</p> <p>Changes and transition to high school</p>	<p>Comparison of trends in diets 1950s to current day.</p> <p>Comparison of school dinners over the decades.</p> <p>Natural disasters and unexpected events</p> <p>Life in 1950s – 1980s.</p>

	Living in the wider world: stereotypes	Equal opportunities, discrimination and how to challenge this. Workers rights	Equality in games in school
2022-23 Autumn	Changes Relationships: healthy friendships  Health and well-being: Mental wellbeing  Keeping safe	Adapting to significant changes as a group Expressing opinions respectfully, challenging others appropriately. Respectful, kind and unkind behaviours. Conflicts. Think or say? Compromise. Treating people fairly. Taking responsibility.  Managing and responding to feelings appropriately and proportionately Respecting self and others Hazards, fire risk and risk assessments, medicines. Sun and sun safety Balancing time online.	Discrete PSHE sessions  Oil lamps Fires – autumn traditions
2022-23 Spring			
2022-23 Summer			