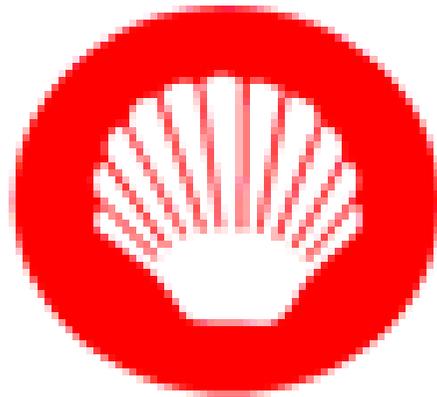


**Primary PHSCE Curriculum
Long Term Plan
For St James' CE Primary
School**



	KS1	
Unit	Key Knowledge	Key Skills
Autumn 1	<ul style="list-style-type: none"> •Recognise what they like and dislike, what is fair and unfair, what is right and what is wrong •Think about themselves, learn from their experiences and recognise what they are good at •To take part in discussions with one another and the whole class •Recognise choices they can make and the impact of their choices •Agree and follow rules for their group and classroom, understand how rules help them •Recognise how their behaviour affects others and the benefits of cooperation •each person is special and unique •feel confident about themselves •understand about friendships and what helps people get on •understand likes and dislikes of others and themselves •understand what motivates thoughts and actions 	<ul style="list-style-type: none"> •Develop communication and social skills •How to set simple goals •Follow rules and accept consequences of choices made •Listen to other people and play and play and work cooperatively •develop relationships through work and play (e.g. Share equipment with each other in a group task) and make friends with a range of children •tell the truth and respect boundaries •Take and share responsibility (e.g. own behaviour; helping to make class rules and following them; looking after pets well) •learn from mistakes and be able to ask for help •be fair, share and take turns •show self-control and be less impulsive •work and play with one other peer and in a small group •listen carefully to a range of other people •offer ideas and contributions
Autumn 2	<ul style="list-style-type: none"> •Realise that people and other living things have needs and that they have a responsibility to meet them •That they belong to various groups and communities such as family and school •To know about the process of growing from young to old and how people's needs change •The family and friends should care for each other •Each person is important and valued •Difference is celebrated •It is good to belong and feel safe •Weigh up a situation – thinking about the for and against arguments and making a decision •Know about different people in their life 	<ul style="list-style-type: none"> •Share their opinions on things that matter to them and explain their views •To contribute to class and school life •Meet and talk with people (e.g. outside visitors)

	<ul style="list-style-type: none"> • Know what other people do for them and what they do for other people • Know about ageing – when things are alive, dead, young, old • Different types of families • People who help and care for self 	
Spring 1	<ul style="list-style-type: none"> • Know what improves, harms their local, natural and built environments and about some of the ways people look after them • To realise that money comes from different sources and can be used for different purposes • Know rules for, the ways of, keeping safe, including basic road safety and about people who can help them to stay safe • Be able to recognise feelings in particular situations • Consideration of other safety issues such as sharp dangerous objects. Simple safety rules about medicines and other substances used in the home, including solvents 	<ul style="list-style-type: none"> • Take part in a simple debate about topical issues • Recognise, name and deal with feelings in a positive way • Take part in discussions • Make real choices e.g. for healthy options in school meals, what to watch on television, what games to play) • Consider moral and social dilemmas that they come across in everyday life (aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environment issues) • Problem solving in a variety of situation • Follow simple Safety instructions
Spring 2	<ul style="list-style-type: none"> • Know that all household products including medicines can be harmful if misused • To be able to ask for help e.g. from family and friends, older pupils, police • Know the roles of medicines (both prescribed and over the counter in promoting health and the reasons people use them) • Know and understand the consideration of alcohol and tobacco, their general affects on the body and on behaviour • Know about people who are involved with medicines • Know about people who can help children when they have questions or concerns • Communicate feelings such as concerns about illness and taking medicines 	<ul style="list-style-type: none"> • Attitudes towards medicines, health professional and hospitals • Attitudes towards the use of alcohol and cigarettes • Responses to media and advertising presentations of medicines, alcohol and smoking
Summer 1	<ul style="list-style-type: none"> • How to make simple choices that improve their health and well being 	<ul style="list-style-type: none"> • Enjoy being active and quiet • Find a safe place to express emotions

	<ul style="list-style-type: none"> •That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying •Feel positive about themselves e.g. by having their achievements recognised and by being given positive feedback about themselves. •Identify feelings and know the triggers to certain feelings •Know about change, loss and mourning •Know about feelings in families (e.g. love, security, lies and jealousy) •Recognise and name other emotions in others •Know how to say no to uncomfortable situations 	<ul style="list-style-type: none"> •Be able to recognise and identify what is happening when an adult soothes the child •Care for themselves (hygiene, sleep, exercise) •Respond positively to curiosity •Recognise the difference between feelings and actions •Recognise why emotions change in different situations •Recognise and name emotions in others •Recognise own feelings and responding to needs •Clearly state likes and dislikes, preferences and make clear statements about these •Coping – identify issues, name it, identify accompanying feelings, name them, talk about possible ways forward, choose best way forward or accept that in this I there is not much that can be done other than recognise and accept situation as fully as possible
<p>Summer 2</p>	<ul style="list-style-type: none"> •Know how to maintain personal hygiene •Name the main parts of the body •Know how to keep safe •Know how to say no to uncomfortable situations •The beginning of life and growth – me animal, plants •Know and understand growth and changes •The different external parts of the body •Basic information about how the body works and ways to look after the body 	<ul style="list-style-type: none"> •Valuing one’s body and recognise its uniqueness •Respond positively to curiosity

KS2		
Unit	Key Knowledge	Key Skills
Autumn 1	<ul style="list-style-type: none"> •Why and how rules and laws are made and enforced, different situations and how to take part in making and changing rules •Increasing competence in a group i.e. listening respectfully to others, making clear statements of own position/feeling, compromising and negotiating for own need 	<ul style="list-style-type: none"> •Recognise their worth and individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals •Face new challenges positively by collecting information, looking for help, making responsible choices and taking action •Develop relationships through work and play (e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children I other countries by satellite, email or letters) •Reflect on own experience, learn from this and set simple goals and work •Better able to see another’s perspective •Better able to anticipate reactions and consequences •Behave in socially acceptable ways and participate fully in groups •Talk about actions and consequences, Cause and effect thinking •Take responsibility for one’s own safety and behaviour
Autumn 2	<ul style="list-style-type: none"> •Know there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other •Know and Understand how to eat healthily •Know that their actions affect others and themselves, to care about other people’s feelings and to try to see things from their point of view •To know and be aware of different types of relationships, including marriage and those between 	<ul style="list-style-type: none"> •To think about lives of people living in other places and times and people with different values and customs •Take responsibility (e.g. for planning, looking after the school environment; for the needs of others, such as acting as a befriender or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school) •Meet and talk to people e.g. people who contribute to society through environmental pressure groups or

	<p>friends and families and to develop the skills to be effective in relationships</p> <ul style="list-style-type: none"> • Know where individuals, families and groups can get help and support • Know their family tree • Understand families and how they behave – what members expect of each other • Celebrations of birth, christening, puberty, rites of passage in different cultures, marriage and death in different cultures • To explore how the media present information 	<p>international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers</p>
Spring 1	<ul style="list-style-type: none"> • Know what democracy is, and about the basic institutions that support it locally and nationally • Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Know how the media and peers impact on forming attitudes • Know about varied lifestyles in the class and in the community – differences in others and how we feel about the differences • Know the values of freedom, justice, rights, law and rules 	<ul style="list-style-type: none"> • Talk and write about their opinions, explain their views on issues that effect themselves and society • Look after their money and realise that future wants and needs may be met through savings • Reflect on spiritual, moral , social and cultural issues, using imagination to understand other people’s experiences • Resolve differences by looking at alternatives, making decisions and explaining choices • Appreciate the range of national, regional, religious and ethnic identities in the UK • know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • Recognise and challenge stereotypes • Make choices and decisions about scarce resources, ow to spend money including how to spend pocket money and contributions to charities • Make decisions – knowing what influences personal decision making
Spring 2	<ul style="list-style-type: none"> • Know which commonly available drugs are legal and illegal, their effects and risks • Know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including 	<ul style="list-style-type: none"> • Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use • Make real choices and decisions (e.g. about issues affecting their health and wellbeing such as smoking;

	<p>people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <ul style="list-style-type: none"> • Know school rules about health and safety, basic emergency first aid procedures and where to get help • Know how to keep safe and stay safe in a variety of situations • Make healthy choices regarding food, exercise and drugs (sees, makes connection) • Know the limits of safety • Know about things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons) • Know School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs • Different types of medicines, legal and illegal drugs including their form, their effects and associated risks • Introduced to the law relating to use of legal and illegal drugs • People who can help children when they have questions or concerns • Dangers from handling discarded syringes and needles • Coping with peer influences • Communicating with adults • Decision making and assertiveness in situations relating to drug use • Giving and getting help • Safety procedures when using medicines • Attitudes and beliefs about different drugs and people who may use and misuse them • Responses to media and advertising presentations of alcohol, tobacco and other legal drugs • recognise the role of voluntary, community and pressure groups 	<p>on the use of scarce resources; how to spend money; including pocket money and contributions to charity</p> <ul style="list-style-type: none"> • Identify emotional risks • Be able to take risks and make decisions
<p>Summer 1</p>	<ul style="list-style-type: none"> • Know what make a healthy life style, including the benefits of exercise and healthy eating, what affects mental health, and know to make informed choices 	<ul style="list-style-type: none"> • Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and the community

- Know that bacteria and viruses can affect health and that following simple safe routines can reduce their spread
- know how to keep healthy, exercise, diet the immune system
- knowing some ways of supporting self and others in a range of situations
- know about feelings and what they are and distinguish between them – happy, sad, afraid, angry
- know a wide range of difficult personal situations – teasing, bullying
- keep healthy – exercise, diet, the immune system
- know about friendships- who our friends are, how we make and lose friends
- understand feelings about the future e.g. changing schools

- Realise the nature and consequences of racism, teasing bullying and aggressive behaviours and how to respond to them and ask for help
- Feel positive about themselves (e.g. by producing personal diaries, portfolios of achievements, by having opportunities to show what they can do and how much responsibility they can take)
- Consider social and moral dilemmas that they can come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment)
- Find information and advice e.g. through help lines; by understanding about welfare systems in society
- express a range of feeling and handle a range of feelings in themselves and others
- express when something is acceptable and when it is not acceptable
- handle different situations e.g. being teased, feeling unconfident, being bullied, being left out, when others are disappointed or angry with you
- realise and verbalise that actions have consequences
- read and check out body language
- recognise different feelings displayed by others
- be sensitive to other's feelings
- be able to describe another's experience
- develop coping strategies for when friendships change/ break
- coping with loss and change
- make decisions about range of issues
- coping with difference
- coping with difficulties in families e.g. arguments, rivalries, loss, change
- make healthy choices regarding food
- recognise their own worth and identify positive things about themselves
- recognise stereotypes e.g. gender

		<ul style="list-style-type: none"> •recognise different forms of bullying and feelings of the victim •value oneself and other people
<p>Summer 2</p>	<ul style="list-style-type: none"> •know differences and similarities in people; sexuality – what it is and what words describe it •know about the body changes as they approach puberty •know that pressure to behave in a certain way can come from a variety of sources •know how to keep safe in a variety of different situations •know about body changes in self and others •how babies begin and are born; how they grow •know about body changes in boys and girls – why they happen •media messages about health and sexuality •know what is social acceptable in a variety of situations •know what is risky and unsafe •know more detailed information about the body, how it works and how to take care of it 	<ul style="list-style-type: none"> •to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family’s and others in a positive way •recognise what kind of physical contact is acceptable and what is not acceptable •make real choices and decisions

