



Dene House Primary School



PSHCE

Key Strands of the PSHCE Curriculum

Health and Well Being	Relationships	Living in the Wider World
Safety First	TEAM	One World
It's My Body	Growing Up	Britain
Think Positive	VIPs	Rights Respecting
Aiming High	Be Yourself	Money Matters
British Values	British Values	British Values

PSHCE - Long Term Plan Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rights Respecting will be taught within each topic area.					
Year 1/2	Rights Respecting British Values (Last lesson of half term)	TEAM British Values (Last lesson of half term)	Be Yourself British Values (Last lesson of half term)	It's My Body British Values (Last lesson of half term)	One World British Values (Last lesson of half term)	Aiming High British Values (Last lesson of half term)
Year 3/4	Rights Respecting British Values (Last lesson of half term)	TEAM British Values (Last lesson of half term)	Be Yourself British Values (Last lesson of half term)	It's My Body British Values (Last lesson of half term)	One World British Values (Last lesson of half term)	Aiming High British Values (Last lesson of half term)
Year 5/6	Rights Respecting British Values (Last lesson of half term)	TEAM British Values (Last lesson of half term)	Be Yourself British Values (Last lesson of half term)	It's My Body British Values (Last lesson of half term)	One World British Values (Last lesson of half term)	Aiming High British Values (Last lesson of half term)

Rights Respecting and British Values - Cycle A

	British Values - Article 2/3//6/7/12/13 (Last lesson of each Half Term) Learning Intention	Rights Respecting UNCR Article - 2/3/6/12/13 (Autumn 1 + taught within each topic area across the year and in other curriculum areas) Learning Intention
Year 1/2	<ul style="list-style-type: none"> • describe how they can help groups and communities they belong to; • recognise choices can have negative and positive consequences; • explain some consequences of negative and positive choices; • talk about why helping their neighbourhood is important; • describe different aspects of living in Britain; • give reasons why it is important to have differences; • identify famous British people, places and events; • explain what famous British people, places and events tell them about being British. 	<ul style="list-style-type: none"> • know what rights are and identify rights that all people share; • explain how people protect their rights; • show respect for the rights of others; • explain how to behave towards someone who is different from them; • understand why it is important to be fair; • know how to make a positive difference in school and understand why this is important.
Year 3/4	<ul style="list-style-type: none"> • describe the benefits of living in a diverse and multicultural society; • understand why democracy is important; • identify how rules and laws help them; • identify the rights of the British people; • describe what being British means to others. 	<ul style="list-style-type: none"> • explain what makes human rights universal; • understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; • explain what democracy is and how this relates to rules and human rights; • know that human rights are not dependent on responsibilities; • explain what it means to respect the rights of others and understand why this is important
Year 5/6	<ul style="list-style-type: none"> • identify ways of showing respect to people of all faiths and ethnicities; • explain what it means to belong to a community; • identify how laws help them; • discuss local government in relation to democracy and human rights; • discuss national government in relation to democracy and human rights; • identify how charities and voluntary groups help meet the needs of all people in the community. 	<ul style="list-style-type: none"> • explain what the Universal Declaration of Human Rights is; • describe why children have their own rights; • identify that human rights take precedence over national law and cultural and family traditions and practices; • give reasons as to why people's rights are not always met; • identify how we can be rights-respecting citizens; • describe how some ideas about human rights have changed; • share their thoughts on how human rights activists have changed the world.

Year 1/2 Cycle A

Rights Respecting – UNCRC Article - 2/3/6/12/13	TEAM - Article 15/31	Be Yourself - Article 8/12/13	It's My Body/Growing Up - Article 12/13/16/19/24	One World - Article 10/28/29 Global Goals	Aiming High - Article 15/28/29/31
<p>Learning opportunities</p> <ul style="list-style-type: none"> • I can discuss our school's Ethos and Values and their importance in our school community and in the wider world • I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. • I know what rights are and identify rights that all people share; • I can explain how people protect their rights; • I can show respect for the rights of others; • I can explain how to behave towards someone who is different from them; • I understand why it is important to be fair; • I know how to make a positive difference in school and understand why this is important. 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour, teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can talk about what makes me special. • I can name some of the different feelings I have and can describe how they feel. • I can talk about things I like that make me feel happy. • I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. • I can discuss how change and loss make me feel. • I can share what I think and feel with confidence. 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can choose what happens to my body • I can make healthy choices about sleep and exercise • I can make healthy choices about food and drink • I know how to keep my body clean • I know what is safe to eat or drink • I can choose how to keep myself safe 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can explore family life in different countries and say how it is the same as mine and how it is different • I can discuss homes and home life from around the world and say how they are the same as mine and how it is different • I can explain what it is like to go to school in other countries and say how it is the same as or different to my school • I can explore places where people live which are different to where I live • I can think about how people use things from the earth and what problems this can cause • I can say why it is important to care for the earth and identify how I can help protect it 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can think of star qualities I already have and those I would like to develop • I can explain how a positive learning attitude can help me • I can talk about jobs that people do and tell them what I want to be when I grow up • I can understand that it is a person's interests and skills that make them suited to doing a job • I can think about things I would like to achieve in the future • I can think about changes that might happen to me and how I feel about them

Rights Respecting - UNCRC Article - 2/3/6/12/13	TEAM - Article 15/31	Be Yourself - Article 8/12/13	It's My Body/Growing Up - Article 12/13/16/19/24	One World - Article 10/28/29 Global Goals	Aiming High - Article 15/28/29/31
Learning opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities
<ul style="list-style-type: none"> • I can discuss our school's Ethos and Values and their importance in our school community and in the wider world • I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. • I can explain what makes human rights universal; • I understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; • I can explain what democracy is and how this relates to rules and human rights; • I know that human rights are not dependent on responsibilities; • I can explain what it means to respect the rights of others and understand why this is important 	<ul style="list-style-type: none"> • I can talk about changes and how they might make me feel • I can explain how and why we might work well as a team • I can explain how my actions and my behaviour affect my team • I can pay close attention to and respond considerately to others • I can describe why disputes might happen and strategies to resolve them • I can talk about my responsibilities towards my team 	<ul style="list-style-type: none"> • I can say the things about myself that I am proud of • I can identify the feelings I have and describe how different emotions feel • I can describe different ways to cope with uncomfortable feelings I may have and understand why this is important • I know how to be assertive • I can explore messages given by the media and decide if they are helpful or harmful • I can identify different strategies I can use if I make a mistake 	<ul style="list-style-type: none"> • I know I can choose what happens to my body and how to say no • I understand how to respect my own and other people's bodies • I can describe how I have changed since I was a baby • I know how to keep my body healthy. • I know how to take medicine safely and keep safe around drugs • I know how to make better choices and choose healthy habits 	<ul style="list-style-type: none"> • I can discuss ways in which people's lives are similar and different and give reasons for these differences • I can explore differences of opinion and identify if these are fair • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place • I can explain what climate change is and how it affects people's lives • I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this 	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me achieve • I can identify personal goals and suggest actions I can take to achieve them • I can explain how a positive learning attitude can help me to learn new things • I can identify the skills and attributes needed to do certain jobs • I understand that gender does not limit us in becoming what we want to in the future • I can discuss what job I would like to do when I grow up and what skills I will need to achieve this

Rights Respecting - UNCRC Article - 2/3/6/12/13	TEAM - Article 15/31	Be Yourself - Article 8/12/13	It's My Body - Article 16/19/24	Growing Up - Article 16/12/13/24 - Also a Unit in Cycle B	One World - Article 10/28/29 Global Goals	Aiming High - Article 15/28/29/31
Learning opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities
<ul style="list-style-type: none"> I can discuss our school's Ethos and Values and their importance in our school community and in the wider world I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. I can explain what the Universal Declaration of Human Rights is; I can describe why children have their own rights; I can identify that human rights take precedence over national law and cultural and family traditions and practices; I can give reasons as to why people's rights are not always met; I can identify how we can be rights-respecting citizens; I can describe how some ideas about human rights have changed; I can share thoughts on how human rights activists have changed the world. 	<ul style="list-style-type: none"> I can talk about the attributes of a good team I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion I can work collaboratively to complete a task I can compromise to ensure a task is completed I can reflect on the need to care for individuals within a team I can understand the share responsibilities in helping a team to function successfully 	<ul style="list-style-type: none"> I can explain why everyone is unique and can understand why this should be celebrated and respected I can explain why I should share my own thoughts and feelings and know how to do this I can explore uncomfortable feelings and understand how to manage them I can understand why we sometimes feel shy or nervous and know how to manage these feelings I can identify when I might have to make different choices from these around me I can explore how it feels to make mistakes and describe how I can make amends 	<ul style="list-style-type: none"> I know that my body belongs to me and have control over what happens to it I understand why getting enough sleep is important I know how to take care of my changing body I understand what a positive body image is I can make informed choices to look after my physical and mental health 	<ul style="list-style-type: none"> I can describe male and female body parts and explain what these are for (School Nurse) I can describe how boys' bodies will change as they go through puberty (School Nurse) I can describe how girls' bodies will change as they go through puberty (School Nurse) I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies (School Nurse) I can describe how thoughts and feelings may change during puberty and suggest how we deal with those feelings (School Nurse) I can describe the feelings people will experience as they grow up I understand that there are many different types of relationships and families (Educate and Celebrate) 	<ul style="list-style-type: none"> I can talk about and understand how we can be responsible global citizens I can describe what global warming is and what we can do to prevent it from getting worse I can explain how our energy use can harm the environment and describe what we can do to help I can describe how we can use water responsibly and understand the importance of doing this I can understand what biodiversity is and explain the importance of doing all we can to encourage it I can make choices which make the world a better place 	<ul style="list-style-type: none"> I can understand how people learn new things and achieve certain goals I can understand what a positive attitude towards learning is and how it can help us to succeed in life I can identify opportunities that may become available to mean the future and I am aware of how to make the most of them I understand that gender does not determine what jobs people can do I can understand why it is important to work and to develop certain skills to prepare for the world of work I can discuss my goals for the future and the steps I need to take to achieve

PSHCE - Long Term Plan Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rights Respecting will be taught within each topic area.					
Year 1/2	Rights Respecting British Values (Last lesson of half term)	Think Positive British Values (Last lesson of half term)	Money Matters British Values (Last lesson of half term)	VIPS British Values (Last lesson of half term)	Growing Up British Values (Last lesson of half term)	Safety First British Values (Last lesson of half term)
Year 3/4	Rights Respecting British Values (Last lesson of half term)	Think Positive British Values (Last lesson of half term)	Money Matters British Values (Last lesson of half term)	VIPS British Values (Last lesson of half term)	Growing Up British Values (Last lesson of half term)	Safety First British Values (Last lesson of half term)
Year 5/6	Rights Respecting British Values (Last lesson of half term)	Think Positive British Values (Last lesson of half term)	Money Matters British Values (Last lesson of half term)	VIPS British Values (Last lesson of half term)	Growing Up British Values (Last lesson of half term)	Safety First British Values (Last lesson of half term)

Rights Respecting and British Values - Cycle B

	British Values - Article 2/3//6/7/12/13 (Last lesson of each Half Term) Learning Intention	Rights Respecting UNCRC Article - 2/3/6/12/13 (Autumn 1 + taught within each topic area across the year and in other curriculum areas) Learning Intention
Year 1/2	<ul style="list-style-type: none"> talk about the benefits of helping a community; describe how other people are affected by choices they make; give more detailed reasons why it is important to help their neighbourhood; describe how they can make all people feel happy and welcome; begin to understand the idea of respect; identify that people have different opinions. 	<ul style="list-style-type: none"> begin to identify and discuss that not all people's rights are met and the consequences of this; consider how they can help protect the rights of others; discuss the feelings associated with showing respect and feeling respected; encourage others to show respect for differences among people; take an active role in making a positive difference in school.
Year 3/4	<ul style="list-style-type: none"> show empathy for situations where people are not living in a democracy; think in detail about what society would be like without rules and laws; explain in detail their own thoughts on human rights; discuss with confidence why showing respect and being tolerant of others is important; identify how respect of differing opinions and ideas to their own can be shown. 	<ul style="list-style-type: none"> help others to understand what their rights are; reflect on how they can put democracy into action; identify what they can do to respect the rights of others to a greater extent; consider how they can challenge harmful stereotypes.
Year 5/6	<ul style="list-style-type: none"> show empathy for different people, including those who might have experience of not being respected; think in detail about what society would be like without rules and laws; explain in detail how they can make a positive contribution to their community; discuss, with confidence, how they could be actively involved in local and national government; identify how they can make a positive difference to their community and country. 	<ul style="list-style-type: none"> reflect on how they can help to uphold children's rights; show empathy for people in situations where there are human rights issues; encourage others to be rights-respecting; give detailed reasons for changes in ideas about human rights; reflect on how they can take actions and make choices which have a positive impact on the world.

Year 1/2 Cycle B					
Rights Respecting - UNCRC Article - 2/3/6/12/13	Think Positive - Article 12/13/19/28/29	Money Matters - Article 2/6/3/17	VIPS - Article 10/12/13/15/31	It's My Body/Growing up - Article 12/13/16/19/24	Safety First - Article 12/13/17/19
Learning opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities
<ul style="list-style-type: none"> I can discuss our school's Ethos and Values and their importance in our school community and in the wider world I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. I begin to identify and discuss that not all people's rights are met and the consequences of this; I can consider how I can help protect the rights of others; I can discuss the feelings associated with showing respect and feeling respected; I encourage others to show respect for differences among people; I take an active role in making a positive difference in school. 	<ul style="list-style-type: none"> I can understand how happy thoughts can make me feel good I can make good choices and consider the impact of my decisions I can set myself goals and consider how to achieve them I can discuss my feelings and opinions with others and cope with difficult emotions I can discuss things that I am thankful; for and focus on things I do have, rather than those I don't have I can focus on what is happening now and how I am feeling 	<ul style="list-style-type: none"> I can explain where money comes from and why we need it. I can explain how we can keep money safe and why this is important. I can explain choices I have about spending money and why it is important to keep track of what I spend. I can explain the difference between things we want and things we need. I can explain how I keep my belongings safe and why this is important. I can explain what happens when we go shopping. 	<ul style="list-style-type: none"> I can talk about the very important people in my life and explain why they are special I can describe why families are important I can describe what makes someone a good friend I can describe ways to help work out arguments and disagreements I can cooperate with others to achieve a task I can describe how I can show my special people I care about them and understand why this is important 	<ul style="list-style-type: none"> I can explain how exercise can make me feel happy I can explain how getting enough sleep makes us feel good I understand the difference between normal and serious problems <p>NSPCC</p> <ul style="list-style-type: none"> I understand that pants are private I understand that my body belongs to me I understand that no means no I know that I can talk about secrets that upset me I understand I can speak up, ask for help and someone will help me 	<ul style="list-style-type: none"> I know how to stay safe and know who can help if I feel unsafe I know how to stay safe at home I know how to stay safe when I am out and about I can keep myself safe when I use the internet I know my body belongs to me and how to keep my body safe I know who to go to if I need help

Rights Respecting - UNCRC Article - 2/3/6/12/13	Think Positive - Article 12/13/19/28/29	Money Matters - Article 2/6/3/17	VIPs - Article 10/12/13/15/31	It's My Body/Growing up - Article 12/13/16/19/24	Safety First - Article 12/13/17/19
<p>Learning opportunities</p> <ul style="list-style-type: none"> • I can discuss our school's Ethos and Values and their importance in our school community and in the wider world • I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. • I can help others to understand what their rights are; • I can reflect on how they can put democracy into action; • I can identify what they can do to respect the rights of others to a greater extent; • I can consider how they can challenge harmful stereotypes. 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health • I can recognise and manage positive and negative thoughts effectively • I understand that some changes can be difficult, but there are things we can do to cope • I can use mindfulness techniques to keep calm • I can identify uncomfortable emotions and manage them effectively • I can apply a positive attitude towards learning and take on new challenges 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can explain what skills are needed for a range of jobs and why people go to work • I can explain the different ways people pay for things • I can explain ways people can borrow money and discuss some consequences of borrowing • I can explain the difference between things we want and things we need • I can explain how adverts try to influence our spending and why they do this • I can explain ways I can keep track of what I spend and why it is important to do this 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can explain why we need new friendships and how to make them • I can create a list of positive actions needed to stay friends with my friends • I can identify my support network • I can demonstrate strategies for resolving conflicts • I can identify what bullying is • I know what to do if someone is being bullied 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can name the main parts of boys' and girls' bodies • I understand that we are all different and understand that we all like different things • I can describe how I will change as I get older • I can describe what might change in a person's life and how this might make them feel • I know why it is important to get enough sleep • I know how good hygiene helps to stop the spread of disease 	<p>Learning Opportunities</p> <ul style="list-style-type: none"> • I can be responsible for making good choices to stay safe and healthy • I can identify a risky situation and act responsibly • I understand that I can choose not to do something that makes me feel uncomfortable • I know how to be safe on and near the road • I know about dangerous substances and how they affect the human body • I can keep myself safe when I use the internet

Year 5/6 Cycle B					
Rights Respecting - UNCRC Article - 2/3/6/12/13	Think Positive - Article 12/13/19/28/29	Money Matters - Article 2/6/3/17	VIPS - Article 10/12/13/15/31	It's My Body/Growing up - Article 12/13/16/19/24	Safety First - Article 12/13/17/19
Learning opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities	Learning Opportunities
<ul style="list-style-type: none"> I can discuss our school's Ethos and Values and their importance in our school community and in the wider world I can identify rights that are important in my class and present these in a class charter. I can discuss and reflect upon other charters in school. I can use the language of duty bearers and rights holders. I can reflect on how I can help to uphold children's rights I can show empathy for people in situations where there are human rights issues; I can encourage others to be rights-respecting; I can give detailed reasons for changes in ideas about human rights; I can reflect on how I can take actions and make choices which have a positive impact on the world. 	<ul style="list-style-type: none"> I understand the link between thoughts, feelings and behaviours I understand the concept of positive thinking I can recognise and manage uncomfortable feelings I understand the importance of making good choices I can use mindfulness techniques in my everyday life I can apply a growth mind-set in everyday life 	<ul style="list-style-type: none"> I can discuss some financial risks we might encounter and can discuss how to avoid them I understand how retailers try to influence our spending I understand what 'value for money' means and can explain how we can tell if things are good value I explain why we need to budget and how to make one I can explain why people borrow money I can explain what tax is and why we need to pay it 	<ul style="list-style-type: none"> I can explain the importance of respecting my VIPS I can identify different ways to calm down when I am feeling upset or angry I understand that people have different opinions that should be respected I can identify negative influences in my behaviour and suggest ways that I can resist these influences I can explain when it is right to keep a secret and when it is not and who to talk to about this I can recognise healthy and unhealthy relationships 	<ul style="list-style-type: none"> I understand the harmful effects of using drugs, such as alcohol and tobacco (School Nurse) I can recognise that many things affect the way we feel about ourselves and understand that there is no such thing as an ideal kind of body I understand what a loving relationship is and that there are many types of relationships (Educate and Celebrate) I can describe the process of human reproduction from conception to birth (Science) 	<ul style="list-style-type: none"> I can take responsibility for my own safety I can assess and manage risks in different situations I can confidently identify and manage pressure to get involved in risky situations I can act sensibly and responsibly in an emergency I can understand how to use mobile devices and the internet safely and responsibly I can understand that everyone has the right to feel safe and happy when using mobile phones and the internet