



Laying Foundations for Life

Stockton Wood Primary School Scheme of Work PSHE & Citizenship

YR GP	Objectives	Programme of Study
Yr1 & 2	<u>Healthy Lifestyles</u> (Keeping The Body Healthy) . - To know about the process of growing from young to old and how people's needs change. To know the names of the main parts of the body -to maintain personal hygiene - how some diseases spread and can be controlled .-	Pupils should be taught: -to recognise and compare the main external parts of the bodies of humans and other animals -. that humans and other animals need food and water to stay alive - that taking exercise and eating the right types and amounts of food help humans to keep healthy
	<u>Healthy Lifestyles</u> (Making Choices For a Healthy Life) - To make simple choices that improves their health and wellbeing. - that all household products, including medicines, can be harmful if not used properly - To know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	Pupils should be taught: . -that humans and other animals need food and water to stay alive . -that taking exercise and eating the right types and amounts of food help humans to keep healthy . -about the role of drugs as medicines -make real choices [for example, between healthy options in school meals, what to watch on television, what games to play Science, DT, Creative Curriculum
	Financial Capability.	-make real choices [for example, between healthy options in school meals, what to watch on television, what games to play,

	-to realise that money comes from different sources and can be used for different purposes.	how to spend and save money sensibly] LifeSavers Financial Management Programme
Y3 & 4	Healthy Lifestyles (Eating Healthily, Being Active, health and well being) -To know how to make more confident and informed choices about their health and environment;	Pupils should be taught: - . what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices - that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread -which commonly available substances and drugs are legal and illegal, their effects and risks -school rules about health and safety, basic emergency aid procedures and where to get help. <u>(Cross curricular Science, DT, SEAL, ESafety)</u>
	Financial Capability (Looking After My Money)	Pupils should be taught: -About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future - to look after their money and realise that future wants and needs may be met through saving. <u>LifeSavers Liverpool Numbers Count Quality Mark</u>
	PSHE (Support Networks) To know about the wider world and the interdependence of communities within it. Know how to take part more fully in school and community activities.	Pupils should be taught: about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the

		neighbourhood, such as religious leaders, community police officers] (SEAL, Creative Curriculum, LNCQM, LifeSavers, British Values programme
Y5&6	<p>PSHE (Support Networks)</p> <ul style="list-style-type: none"> -To know about the wider world and the interdependence of communities within it. -Know how to take part more fully in school and community activities. -to recognise the role of voluntary, community and pressure groups -that 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 	<p>pupils should be taught the knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] -find information and advice [for example, through help lines; by understanding about welfare systems in society] <p>Prepare for change [for example, transferring to secondary school].</p> <p>SEAL, Creative Curriculum, LNCQM, LifeSavers, British Values programme, Restorative Practice</p>
Y6	<p>PSHE (Changes and puberty Relationships)</p> <ul style="list-style-type: none"> -To Know how the body changes as they approach puberty -To know. Which commonly available substances and drugs are legal and illegal, their effects and risks . -To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable -To Know that pressure to behave in an unacceptable or 	<p>pupils should be taught the knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -feel positive about themselves [for example, by producing personal diaries, profiles and 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 come across in life [for example, encouraging respect and understanding between different races and dealing with harassment] - prepare for change [for example, transferring to secondary

	<p>risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>-To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p>	<p>school].</p> <p>-about the main stages of the human life cycle</p> <p>-About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health</p> <p>- . About the importance of exercise for good health.</p> <p>SRA, SEAL, British Values, Restorative Practice, Creative Curriculum, Life Savers etc</p>
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The elements of the framework will be addressed through the Social, Emotional Aspects of Learning (SEAL) Programme.

Curriculum materials for SEAL are organised into colour-coded year group sets. There is a colour-coded booklet for each theme. In each booklet there are materials for two year groups:

- Red set – Foundation Stage
- Blue set – Years 1 and 2
- Yellow set – Years 3 and 4
- Green set – Years 5 and 6.

The curriculum materials consist of seven themes, which are designed to fit within the pattern of the school year and with planning across the curriculum.

The seven themes (each of which appear in the four colour sets above) are as follows:

Theme 1: New beginnings

Theme 2: Getting on and falling out

Theme 3: Say no to bullying

Theme 4: Going for goals!

Theme 5: Good to be me

Theme 6: Relationships

Theme 7: Changes

The key drivers and enrichment opportunities of the Creative Curriculum promote PSHE across the curriculum.

Pupil Premium Provision promotes life skills and community cohesion which underpin the PSHE curriculum.

Appendices:

- Pupil Premium Provision Map
- Restorative Practice Programme
- LifeSavers Financial Management
- British Values overview
- Key Drivers – Creative Curriculum
- Behaviour Policy