



## Fairlawn Primary School Personal, Social, Health and Economic Education (PSHE) Curriculum

PSHE Curriculum Overview, including our core values (in **bold**)

Year Group	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Yr 1	<p><b>Responsibility</b> (linked to formulation of class rules at start of year) Do I know some ways to be safe and fair in the classroom? Can I help make the classroom a good place to learn?</p>	<p><b>Friendship</b> Can I say what being a good friend means?  With support, can I help sort out problems so that both people feel ok?</p>	<p><b>+ Anti bullying</b> focus week Do I know the difference between falling out with my friends and bullying?</p>	<p><b>Self-control</b> Do I know what anger is and some ways to manage it?</p>	<p><b>SRE</b> (see SRE curriculum and resource folder-one per year group)</p>	<p><b>Respect</b> Do I know some of the ways in which people are different and how difference can be a good thing?</p>	<p><b>Empathy</b> (through story) Do I know that people don't always see things in the same way? Can I see things from another person's ( a character's) point of view?</p>

<p>Yr 2</p>	<p><b>Responsibility</b>                  (linked to formulation of class rules at start of year)                  Do I know some ways to be safe and fair in the classroom?                  Can I help make the classroom a good place to learn?                    Do I know how to respond to some emergencies ? (999 calls, Fire prevention talk, fire drills).</p>	<p><b>Friendship</b>                  Can explain what being a good friend means?                    With support, can I help sort out problems so that both people feel ok?                    Do I understand the difference between friends and strangers?</p>	<p><b>+ Anti bullying</b>                  focus week                    Do I know the difference between being rude, falling out with my friends and bullying?</p>	<p><b>Self-control</b>                  Do I know what anger is and some ways to manage it?</p>	<p><b>SRE</b>                  (see SRE curriculum and resource folder-one per year group)</p>	<p><b>Respect</b>                  Do I know some of the ways in which people are different and can explain how difference can be a good thing?                    Do I know how to treat others in my class with respect?</p>	<p><b>Empathy</b> (through story)                  Do I know that people don't always see things in the same way?                  Can I see things from another person's ( a character's) point of view?    <b>Managing change</b>                  Can I identify how the prospect of change can make people feel and discuss how to manage those feelings? (relating to move into KS2)</p>
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<p>Yr 3</p>	<p><b>Responsibility</b>                  Do I understand my rights and responsibilities within the school?                  Do I understand the term responsible choices?                  Can I make responsible choices?                  (Including the formulation of class rules at start of year)</p>	<p><b>Friendship</b>                  Do I understand how to show friendship?                  Do I understand how to resolve conflict?                  Do I know what to do if a stranger approaches me.?</p>	<p><b>+ Anti bullying</b>                  focus week                  Can I describe different types of bullying?                  (physical, verbal, face to face or online)                   Do I know what to do if I feel I / a friend is being bullied?</p>	<p><b>Self-control</b>                  Do I understand what some of the triggers for anger are?                  Can I recognise when others are feeling angry?                  Do I understand the importance of calming down and how to do so?</p>	<p><b>Empathy</b>                  Do I understand why it is important to see things from other people's point of view?</p>	<p><b>SRE</b>                  (see SRE curriculum and resource folder - one per year group)</p>	<p><b>Respect</b>                  (To include respecting the environment)                  Do I know some of the ways human behaviour can make a positive or negative impact on the school and local environments?                  Do I understand how to treat others in the school with respect ?</p>
<p>Yr 4</p>	<p><b>Responsibility</b>                  Do I understand my rights and responsibilities within the school?                  (including the formulation of class rules at start of year).                  Can I give examples of different responsible choices that could be made in the same situation?                  Do I know how to respond to an emergency? (revisit 999 calls, Childline, basic first aid).</p>	<p><b>Friendship</b>                  Do I understand how to show friendship?                  Do I understand how to resolve conflict?                  Do I know what to do if a stranger approaches me?</p>	<p><b>+ Anti bullying</b>                  focus week                   Can I describe different types of bullying?                  (physical, verbal, face to face or online, emotional)                  Can I explain bullying may affect people?                  Do I know what to do if I feel I / a friend is being bullied?</p>	<p><b>Self-control</b>                  Do I understand what some of the common triggers for anger are?                  Can I recognise when others are feeling angry and adjust my behaviour accordingly?                  Do I understand what assertiveness is?                  Can I practise being assertive, so others are clear about how I feel?</p>	<p><b>Empathy</b>                  Do I understand why it is important to see things from other people's point of view?                  Can I identify some of the things that might influence someone's viewpoint?</p>	<p><b>SRE</b>                  (see SRE curriculum and resource folder - one per year group)</p>	<p><b>Respect</b>                  (To include respecting the environment)                  Do I understand some of the ways human behaviour can make a positive or negative impact on world environments?                  Do I understand how to treat adults and children in school with respect and why this is important??                  Do I understand the importance of self-respect and how this contributes to a sense of well-being?</p>

<p>Yr 5</p>	<p><b>Rights and Responsibilities</b> (Including the formulation of class rules at the start of year)</p> <p>Can I identify the opportunities I have in school to take on further responsibilities? (e.g. prefect duties, play leaders, peer mediators)</p> <p>Do I understand common approaches needed when responding to emergencies? e.g. keeping calm, the order in which to do things. (Fire safety/ prevention talk)</p> <p>Do I know what the basic human rights relative to children are?</p> <p>Do I know some of the rules of law in this country? (British values)</p>	<p><b>Friendship</b></p> <p>Can I recognise positive friendships? Can I respect the boundaries of a friendship and not demand more? Do I understand that friendship groups may change over time and explain why?</p>	<p><b>+ Anti bullying focus week</b></p> <p>Can I explain what cyber-bullying is and how it can affect people?</p> <p>Do I know what to do if I/ a friend experiences cyber-bullying?</p> <p>Do I understand what being a bystander means?</p>	<p><b>Self-control</b></p> <p>Do I understand how my behaviour is linked to my thoughts and feelings? (e.g. stress, frustration). Can I stop and try to get an accurate picture before I react? Can I consider the short and long term effects of different behaviour, in order to make an informed choice? (Opportunity to revisit impact of bullying on self-esteem)</p> <p>NSPCC talk– speak out stay safe message, Child line, different types of abuse.</p>	<p><b>Empathy</b></p> <p>Am able to use empathy to see situations from another person’s perspective? Do I understand how it can feel to be excluded or treated badly because of being different?</p>	<p><b>Tolerance</b></p> <p>Can I recognise stereotyping? Can I explain how to challenge stereotypes? Can I identify why I, or others, might prejudge people and I make an effort to overcome my assumptions?</p>	<p><b>SRE</b> (see SRE curriculum and resource folder- one per year group)</p>
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<p><b>Yr 6</b></p>	<p><b>Rights and Responsibilities</b></p> <p>Can I identify the opportunities I have in school to take on further responsibilities? (e.g. prefect duties, play leaders, peer mediators)</p> <p>Do I know how to respond to a range of emergencies? (Class learning supplemented by citizenship event).</p> <p>Do I know some of the rules of law in this country? Do I understand what individual liberty means and can I give examples? (British values)</p>	<p><b>Friendship</b></p> <p>Can I say and do things that are likely to make a difficult situation better?</p> <p>Can I explain things that I and other people do, in a conflict situation, that normally make things worse?</p> <p>Do I understand why, in a conflict situation, it is important to focus on behaviour and not the person?</p>	<p><b>+ Anti bullying focus week</b></p> <p>Can I understand why someone might become a bully?</p> <p>Do I understand different ways that bullying can affect people's self-esteem, in the short term and long term?</p> <p>Can I develop strategies for dealing with bullies, in case I experience bullying now or in the future?</p>	<p><b>Self-control</b></p> <p>Do I understand how to use assertiveness to make it clear when I feel unhappy with how others are treating me?</p> <p>NSPCC talk– speak out stay safe message, Child line, different types of abuse.</p>	<p><b>Empathy</b></p> <p>Am I able to see a situation from another person's perspective?</p> <p>Do I understand how it can feel to be excluded or treated badly because of being different?</p> <p>Do I understand what 'peer pressure' means and can I problem solve scenarios in which I might find myself under pressure to behave in a certain way?</p>	<p><b>Tolerance</b></p> <p>Do I understand what communities are?</p> <p>Can I identify diversity within our school and local community and appreciate the value of that diversity?</p>	<p><b>SRE</b></p> <p>(see SRE curriculum and resource folder- one per year group)</p> <p><b>Money/ Enterprise</b></p> <p>(Apprentice project in relation to Summer Fair)</p> <p>Do I understand what enterprise means? Can I collaborate effectively with others to devise a product which will make money for the school?</p> <p><b>Managing change</b></p> <p>Can I identify how the prospect of change can make people feel and discuss how to manage those feelings? (relating to move to secondary schools)</p>
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Fairlawn Primary School PSHE Curriculum

Overlaps between PSHE/SRE and other areas/ aspects of the curriculum

Year 1	Science - within 'Parts of Animals' unit, labelling body parts	<p><b>All Responsibilities:</b>                      Formulating class rules at start of year and the use of the Good To Be Green chart to reinforce these.                      E-safety learning and contracts.                      Pupil behaviour contracts.</p> <p><u>Daily mindfulness</u> :                      Promoting mental well-being.</p> <p><u>P.E.:</u>                      Promoting the importance of physical well- being.</p> <p><u>Pupil Parliament:</u>                      British Values- understanding democracy at an age-appropriate level.</p> <p><u>R.E. :</u>                      Promoting mutual respect of those with different faiths and beliefs and those without faith.</p>
Year 2	Science - within 'Living Things' unit , learning about offspring	
Year 3	Science - within 'Movement and Feeding' unit – nutrition, skeletons and muscles	
Year 4	Science - within 'Dangers to Living Things' – environmental threats 'Nutrition' – digestive system and teeth	
Year 5	Science - within 'Life Cycles' – including life cycles of mammals, changes of humans as move to old age	
Year 6	Science - within 'Our Bodies' – circulatory system Describe the ways in which nutrients and water are transported within animals, including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  R.E. – bereavement	