



# Fairlawn Primary School

## PSHE Curriculum

### Autumn 1 objectives – PSHE

#### Year 1

##### **ONLINE SAFETY (See ICT)**

##### **PHYSICAL HEALTH AND MENTAL WELLBEING**

Can I understand what it means to be healthy and why it is important?

Can I understand ways to take care of myself? (including basic hygiene)

Can I understand the difference between healthy and unhealthy diets?

Can I understand how physical activity keeps me healthy?

Can I understand how other people can help us to stay healthy, such as parents, doctors, nurses, dentists and lunch supervisors?

#### Year 2

##### **ONLINE SAFETY (see ICT)**

##### **PHYSICAL HEALTH AND MENTAL WELLBEING**

Can I describe and share a range of feelings?

Can I understand and use different ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others?

Can I understand how to manage big feelings including those associated with change, loss and bereavement?

Can I understand when and how to ask for help, and how to help others, with their feelings?

Can I understand why sleep and rest are important for growing and keeping healthy?

Can I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies?

Can I understand and demonstrate the importance of, and routines for, brushing teeth and visiting the dentist?

**Year 3**

**ONLINE SAFETY (see ICT)**

**PHYSICAL HEALTH AND MENTAL WELLBEING**

Can I identify and talk about my feelings?

Can I understand and identify the different ways people express feelings e.g. words, actions, body language?

Can I recognise how feelings can change overtime and become more or less powerful?

Can I understand which things affect feelings both positively and negatively?

Can I identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)?

Can I understand what can help people to make healthy choices and what might negatively influence them?

Can I understand that regular exercise has positive benefits for my mental and physical health?

**Year 4**

**ONLINE SAFETY (see ICT)**

**PHYSICAL AND MENTAL WELLBEING**

Can I identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally?

Can I understand what good physical health means and how to recognise early signs of physical illness?

Can I understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary?

Can I understand how to maintain oral hygiene and dental health, including how to brush and floss correctly?

Can I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health?

**Year 5**

**ONLINE SAFETY (see ICT)**

**PHYSICAL HEALTH AND MENTAL WELLBEING**

Can I understand that some diseases can be prevented by vaccinations and immunisations?

Can I understand that bacteria and viruses can affect health?

Can I understand and demonstrate how I can help prevent the spread of bacteria and viruses with everyday hygiene routines?

Can I recognise and demonstrate the shared responsibility of keeping a clean environment?

Can I understand how sleep contributes to a healthy lifestyle?

Can I understand healthy sleep strategies and how to maintain them?

Can I understand the benefits of being outdoors for physical and mental health?

Can I understand how medicines can contribute to health and how allergies can be managed?

**Year 6**

**Online Safety (see ICT)**

**PHYSICAL HEALTH AND MENTAL WELLBEING**

- Can I understand that mental health is just as important as physical health and that both need looking after?
- Can I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support?
- Can I understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing?
- Can I identify and use positive strategies for managing feelings?
- Can I understand that there are situations when someone may experience mixed or conflicting feelings?
- Can I understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome?
- Can I understand the changes that may occur in life including death, and how these can cause conflicting feelings?
- Can I understand the process of grieving and how grief can be expressed?
- Can I understand the strategies that can help someone cope with the feelings associated with change or loss?
- Can I identify how to ask for help and support with loss, grief or other aspects of change?

**Autumn 2 objectives – PSHE**

**Year 1 Autumn 2:**

**GROWING AND CHANGING**

Can I recognise what makes me special and unique?

Can I recognise how people are similar and how people are different?

Can I understand what to do if I am finding things difficult and I need some help?

Can I recognise different emotions?

Can understand how feelings can affect behaviour?

**Year 2 Autumn 2:**

**KEEPING SAFE**

Can I learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines?

Can I understand how to keep myself safe at home in relation to electrical appliances and fire safety?

Can I understand how medicines are used to make people feel better?

<https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (Lesson 2 – page 8)

Can I be safe with household products and medicines?

<https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (Lesson 3 – page 13)

Can I understand how to respond if there is an accident and someone is hurt, including how to dial 999 and what to say?

<https://www.youtube.com/watch?v=ZxzewVTDas0>

<https://www.bbc.co.uk/news/av/uk-england-dorset-46407882>

### Year 3 Autumn 2

#### GROWING AND CHANGING

Can I understand that everyone is an individual and has unique and valuable contributions to make?

Can I identify my own personal strengths and interests and what I'm proud of (in school, out of school)?

Can I recognise common challenges to self -worth e.g. finding school work difficult, friendship issues?

Can I identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again?

#### KEEPING SAFE

Can I understand how to deal with bites and stings?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/>

### Year 4 Autumn 2

#### KEEPING SAFE

Can I understand the importance of taking medicines correctly and using household products safely?

Can I identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects?

Can I identify some of the risks associated with drugs common to everyday life?

Can I understand that for some people using drugs can become a habit which is difficult to break?

(PSHE association – Lessons 1 and 2 cover all the above objectives) <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%20E2%80%94%20lesson%20plans%20%20resources%20%26%20knowledge%20organisers.pdf> (pg 17-27)

Can I understand how to help someone who is having an asthma attack?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/>

**Year 5 Autumn 2**

**KEEPING SAFE**

Can I identify when situations are becoming risky, unsafe or an emergency?

Can I differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour?

Can I understand how to help someone who is bleeding?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/>

Can I understand how to call for help when someone is unwell?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/>

**Year 6 Autumn 2**

Can I identify the risks and effects of different drugs?

Can I understand the laws relating to common everyday drugs and illegal drugs?

Can I recognise why people may use legal and illegal drugs?

Can I understand the work of organisations who support people with drug use?

Can I understand the messages in the media relating to drug use and how they might influence opinions and decisions?

(PSHE association – Lessons 1-4) <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (From page 28)

Can I understand how to help someone who is choking?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/>

Can I understand how to help someone who may have a head injury?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/>

**Spring 1 objectives – PSHE**

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

**Year 1 Spring 1:**

- Can I understand how to care for living things like animals and plants?
- Can I understand how we can look after the environment?

- Can I identify people in the community who help us?
- Can I understand that different strengths and interests are needed in different jobs?

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

**Year 2 Spring 1:**

- Can I understand what money is and the different ways people pay for things?
- Can I understand how money can be kept and looked after?
- Can I understand how people get paid for the jobs they do?
- Can I understand how people make choices about spending money, including thinking about needs and wants?

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

**Year 3 Spring 1:**

- Can I understand the reasons for rules and laws in society?
- Can I understand what happens if laws are broken?
- Can I understand what human rights are and how they protect people?
- Can I understand that we have responsibilities as well as rights?

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

**Year 4 Spring 1:**

- Can I understand how people make different spending decisions based on their budget, values and needs?
- Can I understand how to keep track of money and why this is important?
- Can I understand that there are different ways to pay for things?
- Can I understand how people spend their money can have positive and negative effects on others?

**Year 5 Spring 1:**

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I identify jobs I may want to do in the future?
- Can I understand what ambition is and why it is important for my future?
- Can I understand what might influence someone's decision about a certain career?
- Can I understand the importance of diversity and inclusion to promote people's career opportunities?
- Can I understand stereotyping in the workplace and how to challenge it?
- Can I understand that there are a variety of routes into work?

**Year 6 Spring 1:**

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I understand the role that money plays in people's lives and what influences decisions about money?
- Can I understand how to judge if something is value for money?
- Can I understand the techniques companies use to sell things and the importance of being a critical customer?
- Can I understand how money can impact on a person's health and well-being?
- Can I understand common risks associated with money including debt, fraud and gambling?

### Spring 1 objectives – PSHE

#### **LIVING IN THE WIDER WORLD**

As a responsible citizen...

##### **Year 1 Spring 2:**

- Can I understand what kind and unkind behaviour might look like?
- Can I identify people in my community who do kind things for me?
- Can I understand how kind and unkind behaviour makes us feel?
- Can I understand why rules and laws are important?

#### **LIVING IN THE WIDER WORLD**

As a responsible citizen...

##### **Year 2 Spring 2:**

- Can I understand that I belong to different groups and have a role to play in each one? (faith groups, class group, family group...)
- Can I understand my rights and responsibilities in these different groups?
- Can I understand the importance of community?

#### **LIVING IN THE WIDER WORLD**

As a responsible citizen...

##### **Year 3 Spring 2:**

- Can I understand that there is a variety of different jobs that adults do?
- Can I understand and challenge gender stereotypes related to work?
- Can I understand that many skills are important to all jobs (team work, decision making etc)?
- Can I identify skills I have and which jobs they would suit?

#### **LIVING IN THE WIDER WORLD**

As a responsible citizen...

##### **Year 4 Spring 2:**

- Can I understand the benefits of being part of a community?
- Can I recognise all the communities I belong to?
- Can I understand the different ways communities support each other?

##### **Year 5 Spring 2:**

#### **LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I understand the importance of protecting the environment and how everyday actions can support or damage it?
- Can I understand how to show compassion for living things and the environment?

- Can I understand how the way money is spent affects the environment?

**Year 6 Spring 2:**

**LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I understand what prejudice?
- Can I understand the difference between discrimination and prejudice?
- Can I recognise acts of discrimination?
- Can I think of strategies to challenge discrimination?
- Can I recognise stereotypes?



Year 6

**ONLINE SAFETY (see ICT)**

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**Policy written by:** Rachel Whitely

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