




KS1 National Curriculum	KS2 National Curriculum
<p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.</p>	
<p>PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.</p>	
<p>However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p>	
<p>Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>	
	<p>At Featherstone Wood we follow the 1decision scheme of work:</p>
<p><b>Autumn</b></p>	<p>Keeping/Staying Safe Keeping/Staying Healthy Growing and Changing</p>
<p><b>Spring</b></p>	<p>Being Responsible Feelings and Emotions Computer Safety</p>
<p><b>Summer</b></p>	<p>The Working World Hazard Watch/Fire Safety/A World Without Judgement</p>

**PSHE Curriculum Statement of Intent: Our children's wellbeing is at the heart of school life at Featherstone Wood. We strive to equip children with the skills and attributes they need to keep themselves safe, happy, healthy and prepared for life and work. We provide a nurturing environment where all children are listened to and valued. Regular mindfulness practice is provided to allow children to manage their emotions. Our goal is to assist children in developing their sense of personal responsibility so that they can be successful as individuals and as part of the wider community and British society.**

# Featherstone Wood Primary School Creative Curriculum

Working Collaboratively, Independence, Community Values, Reflectiveness

Stickability; Risk-Taking, Inquisitiveness, Communication



## Long Term Planning PSHCE

National Curriculum Coverage

	<u>Autumn</u>			<u>Spring</u>			<u>Summer</u>	
	<b>Keeping/Staying Safe</b>	<b>Keeping/Staying Healthy</b>	<b>Growing and Changing</b>	<b>Being Responsible</b>	<b>Feelings and Emotions</b>	<b>Computer Safety</b>	<b>The Working World</b>	<b>Hazard Watch</b>
Year 1	Road Safety Helmets Protection Scooters	Washing Hands Hygiene Germs	Friendship Kindness Inclusion	Water Spillage Dangers Tidying up	Jealousy Who can we talk to	Online Bullying Who can we talk to	Money Matters Jobs Pocket Money	Is it safe to eat or drink? Is it safe to play with?
Year 2	Tying Shoelaces Fine motor skills	Healthy Eating Exercise Balanced Diet	Bullying Speaking out	Practice Makes Perfect Determination	Worry Who can we talk to	Image Sharing Appropriate/ Inappropriate	Money Matters	<b>Fire Safety</b>
							Different types of money Fundraising	Hoax Calling Petty Arson
Year 3	Staying Safe Leaning Out of Windows (Dangers in the Home/Community)	Brushing Teeth Medicine	Body Language Touch Appropriate/ Inappropriate	Helping Someone in Need Stealing People who help us	Anger Grief Help available	Making Friends Online Computer Safety Sharing our details	Money Matters Money making ideas Savings	Texting Whilst Driving Enya and Deedee Visit the Fire Station
Year 4	Cycle Safety Dangers on the road	Healthy Living Exercise Health and Hygiene	Appropriate Touch	Coming Home on Time	Jealousy	Online Bullying Who can we talk to	Chores at Home	<b>A World Without Judgement</b>
								Breaking Down Barriers
Year 5	Peer Pressure	Smoking Addiction Harm	Puberty	Looking out for Others Friendships	Anger Self-Soothing Strategies My hidden Chimp	Image Sharing Appropriate/ Inappropriate	Enterprise Create own money making ideas.	Inclusion and Acceptance
Year 6	Water Safety Swimming	Alcohol Addiction Harm	Conception	Stealing Consequences	Worry Who can we talk to	Making Friends Online	In-App Purchases	British Values Rights and responsibilities



<b>Beacon 1</b>	<b>Beacon 2</b>	<b>Beacon 3</b>
<ul style="list-style-type: none"><li>• I can talk about how to be safe</li><li>• I can talk about my rights and responsibilities</li><li>• I can talk about ways to be healthy</li><li>• I can use scientific vocabulary to describe boys and girls</li></ul>	<ul style="list-style-type: none"><li>• I can make responsible choices and ask for help when I need it</li><li>• I can identify dangerous things, people and places</li><li>• I can talk about dangers to my health and well being</li><li>• I can use scientific vocabulary to explain how bodies change on the inside as boys and girls grow up</li></ul>	<ul style="list-style-type: none"><li>• I can explain what my rights and responsibilities are as a British citizen</li><li>• I can describe with detail different ways to be healthy</li><li>• I can describe with detail how to use the internet safely</li><li>• I can use scientific vocabulary to explain how bodies change during puberty</li></ul>



<p><u>Understanding the following vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Danger</li> <li>• Responsibilities</li> <li>• Bullying</li> <li>• Jealousy</li> <li>• Worry</li> <li>• Health</li> <li>• Diet</li> <li>• Exercise</li> <li>• Disagree</li> <li>• Male</li> <li>• Female</li> <li>• Relationship</li> <li>• Mean</li> <li>• Situation</li> <li>• Appropriate</li> <li>• Inappropriate</li> <li>• Communicate</li> <li>• Boundary</li> </ul>	<p><u>Understanding the following vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Lifestyle</li> <li>• Decision</li> <li>• Support</li> <li>• Hazards</li> <li>• Strangers</li> <li>• Anger</li> <li>• Grief</li> <li>• Bullying</li> <li>• Healthy</li> <li>• Balanced Diet</li> <li>• Testicles</li> <li>• Bladder</li> <li>• Penis</li> <li>• Vagina</li> <li>• Inappropriate</li> <li>• Anonymous</li> <li>• Addictive</li> <li>• Scared</li> <li>• Worried</li> <li>• Hazards</li> </ul>	<p><u>Understanding the following vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• Saturated fat</li> <li>• Physical activity</li> <li>• Heart</li> <li>• Lungs</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Drugs</li> <li>• Cyber bullying</li> <li>• Nervous</li> <li>• Menstrual</li> <li>• Hormone</li> <li>• Conception</li> <li>• Nicotine</li> </ul>
<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• To be able to recognise danger</li> <li>• To make informed decisions</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• To be able to communicate effectively in different situations</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• To be able to give explanations for my decisions</li> <li>• To communicate using descriptive and scientific language</li> </ul>