

Beaconhill Community Primary School

PSHE at Beaconhill



Curriculum Intent

A child with exceptional Personal Development at Beaconhill Primary School should have -

- An **understanding** of their **identity** and know it is their **right to be**, and **express themselves** so long as they **respect** the **rights** of other **individuals**.
- A **fascination** in the **world** around them, shown through an **inquisitive mind** that wants to find out more and **asks questions** both in and out of the classroom.
- **Respect** for **themselves, other people, animals** and their **environments**.
- An **understanding** of and **sense of belonging** to the **communities** to which they belong, including a **desire to improve** and **maintain** their **communities**.
- **Resilience** shown through a **perseverance** to learn, improve and try **new experiences** and the ability to **support** their **own wellbeing** through understanding and **managing** their **emotions**.
- An **understanding** of **diversity**, they value the **similarities** and **differences** that make our **communities**, and they **demonstrate** a **sensitivity** towards other peoples' **beliefs, cultures** and **values**.
- An appreciation of the **value of their education** as a foundation for their **future career** path, which, as they grow older, will help them **achieve their goals**.
- The knowledge that **all children have rights**.

“We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way. These rights belong to everybody, whatever our differences.” (The Universal Declaration of Human Rights in Pictures, Amnesty International, 2008)

- An **understanding** that **power** can be used for **good** or **bad**. They endeavour to **use** the **power** they have for **good reasons** and know how to seek help if they feel power is being used inappropriately or for the wrong reasons.
- An **ability** to **reflect** on their short and long term **learning, feelings** and **behaviours** with an increasing ability to **use** their **reflection** to **make improvements** or adaptations to their lives and wellbeing.
- An **appreciation** that **change is necessary**; that it is **sometimes good or sometimes bad**. They develop an increasing understanding that **their choices**, when change occurs, **can impact on outcomes** for them and others.
- An **appreciation** that **growth** is an **essential** part of their **development** and that this reaches **beyond** their **physical growth** to include **mental** and **spiritual growth**.



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Curriculum Overview

	Autumn One - <i>Being Me in My World</i>	Autumn Two - <i>Celebrating Difference</i>	Spring One - <i>Dreams and Goals</i>	Spring Two - <i>Healthy Me</i>	Summer One - <i>Relationships</i>	Summer Two - <i>Changing Me</i>
Year One	Safe and Happy Classroom	Anti-Bullying and Similarities and Differences	My Internal Treasure Chest	My Amazing Body	My Family and Friends	Growing From a Baby to a Child
Year Two	My Actions and Behaviour	Anti-Bullying and Gender Stereotypes	Team Players	Healthy Choices	Feeling Safe	Privacy and My Body
Year Three	School Rules	Anti-Bullying and Falling Out	Improving Me	Keeping Safe	My Impact on the World	Our Changing Bodies
Year Four	Fairness and Democracy in School	Anti-Bullying and First Impressions and Being Unique	Getting Back on my Feet	Peer Pressure	Loss	Puberty
Year Five	Fairness and Democracy in the UK	Anti-Bullying and Racism and Discrimination	My Hopes and Dreams Around the World Puberty	Body Image	Technology and Relationships	Managing Puberty
Year Six	My Role in the Local Community	Anti-Bullying and Conflict and Celebration	Making the World a Better Place	Substance Misuse and Mental Wellbeing	Loss, Power and Control	Human Reproduction - The Science

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Skills Progression

	Autumn One - <i>Being Me in My World</i>	Autumn Two - <i>Celebrating Difference</i>	Spring One - <i>Dreams and Goals</i>	Spring Two - <i>Healthy Me</i>	Summer One - <i>Relationships</i>	Summer Two - <i>Changing Me</i>
Year One	Safe and Happy Classroom -Explain why their class is a happy and safe place to learn. -Give different examples where they or others make their class happy and safe.	Anti-Bullying and Similarities and Differences -Tell you some ways that they are different and similar to other people in their class, and why this makes us all special. -Explain what bullying is and how being bullied might make somebody feel.	My Internal Treasure Chest -Explain how they feel when they are successful and how this can be celebrated positively. -Say why their internal treasure chest is an important place to store positive feelings.	My Amazing Body -Explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. -Give examples of when being healthy can help them feel happy.	My Family and Friends -Explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves. -Explain how their qualities help these relationships. -Give examples of behaviour in other people that they appreciate and behaviours that they don't like.	Growing From a Baby to a Child -Compare how they are now to when they were a baby and explain some of the changes that will happen to them as they get older. -Use the correct names for penis, testicles, anus, urethra, vulva, and give reasons why they are private. -Explain why some changes they might experience might feel better than others.
Year Two	My Actions and Behaviour -Explain why their behaviour can impact on other people in their class. -compare their own and their friends' choices and can express why some choices are better than others.	Anti-Bullying and Gender Stereotypes -Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. -Explain how it feels to have a friend and be a friend.	Team Players -Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. -Explain how it feels to have a friend and be a friend. -Explain why it is OK to be	Healthy Choices -Explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices. -Compare their own and their friends' choices and can express how it feels to	Feeling Safe -Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special. -Give examples of some different problem-solving techniques and explain how	Privacy and My Body -Use the correct terms to describe penis, testicles, anus, urethra, vulva and explain why they are private. -Can explain why some types of touches feel OK and others don't. -Tell you what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them.



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		-Explain why it is OK to be different from my friends.	different from my friends.	make healthy and safe choices.	they might use them in certain situations in their relationships.	
Year Three	<p>School Rules</p> <ul style="list-style-type: none"> -Explain how their behaviour can affect how others feel and behave. -Explain why it is important to have rules and how that helps them and others in the class to learn. -Explain why it is important to feel valued. 	<p>Anti-Bullying and Falling Out</p> <ul style="list-style-type: none"> -Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. -Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve it together or asking for help. 	<p>Improving Me</p> <ul style="list-style-type: none"> -Explain the different ways that help me learn and what they need to do to improve. -Be confident and positive when they share their success with others. -Explain how these feelings can be stored in my internal treasure chest and why this is important. 	<p>Keeping Safe</p> <ul style="list-style-type: none"> -Identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help. -Express how being anxious/ scared and unwell feels. 	<p>My Impact on the World</p> <ul style="list-style-type: none"> -Explain how their life is influenced positively by people they know and also by people from other countries. -Explain why their choices might affect their family, friendships and people around the world who I don't know. 	<p>Our Changing Bodies</p> <ul style="list-style-type: none"> -Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. -Recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.
Year Four	<p>Fairness and Democracy in School</p> <ul style="list-style-type: none"> -Explain why being listened to and listening to others is important in their school community. -Explain why being democratic is important and can help them and others feel valued. 	<p>Anti-Bullying and First Impressions and Being Unique</p> <ul style="list-style-type: none"> -Tell you a time when their first impression of someone changed as they got to know them. -Also explain why bullying might be difficult to spot and what to do about it if they are not sure. -Explain why it is good to accept themselves and others for who we are. 	<p>Getting Back on my Feet</p> <ul style="list-style-type: none"> -Plan and set new goals even after a disappointment. -Explain what it means to be resilient and to have a positive attitude. 	<p>Peer Pressure</p> <ul style="list-style-type: none"> -Recognise when people are putting them under pressure and can explain ways to resist this when they want to. -Identify feelings of anxiety and fear associated with peer pressure. 	<p>Loss</p> <ul style="list-style-type: none"> -Recognise how people are feeling when they miss a special person or animal. Give ways that might help them manage their feelings when missing a special person or animal. 	<p>Puberty</p> <ul style="list-style-type: none"> -Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. -Explain some of the choices they might make in the future and some of the choices that they have no control over. -Offer some suggestions about how they might manage their feelings when changes happen.



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<p>Year Five</p>	<p>Fairness and Democracy in the UK -Compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. -Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Anti-Bullying and Racism and Discrimination -Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation. -Explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour.</p>	<p>My Hopes and Dreams Around the World -Compare their hopes and dreams with those of young people from different cultures. -Reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p>	<p>Body Image -Explain different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. -Summarise different ways that they respect and value their body.</p>	<p>Technology and Relationships -Compare different types of friendships and the feelings associated with them. They can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure. -Apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others.</p>	<p>Managing Puberty -Explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They can also summarise the process of conception scientifically. -Express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p>
<p>Year Six</p>	<p>My Role in the Local Community -Explain how their choices can have an impact on people in their immediate community and globally. -Empathise with others in their community and globally and explain how this can influence the choices they make.</p>	<p>Anti-Bullying and Conflict and Celebration -Explain ways in which difference can be a source of conflict or a cause for celebration. -Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Making the World a Better Place -Explain different ways to work with others to help make the world a better place. -Explain what motivates them to make the world a better place.</p>	<p>Substance Misuse and Mental Wellbeing -Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. -Identify and apply skills to keep themselves emotionally healthy and to</p>	<p>Loss, Power and Control -Identify when people may be experiencing feelings associated with loss and recognise when people are trying to gain power or control. -Explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves/ their friends in real or online situations. -Offer strategies to help them</p>	<p>Human Reproduction - The Science -Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -Recognise how they feel when they reflect on becoming a teenager and how they feel about the</p>



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				manage stress and pressure.	manage these feelings and situations.	development and birth of a baby.
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