

PSHE Curriculum

Significant people

Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

Community

Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

Equality & Justice

Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

Environmental Responsibility

Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.



Autumn Term		Knowledge Gained	Skills Learnt	Vocabulary
EYFS	Looking After our Toys We are all unique and part of God's family			
Year 1	Me and my relationships	To know that we all have feelings and that is okay. To be able to name feelings and the way our body might feel during these times. To explain how we might behave when we feel a certain way. To know some ways to deal with not so good feelings. To explain why we have classroom rules and what they are. <i>To know God loves us.</i> <i>To know bible stories which show God loves us.</i>	Identify feelings through facial expressions Share feelings and talk about feelings Say what makes them happy and sad Talk about how their body feels Use breathing time to calm down <i>Reflect on bible stories</i>	Sad, happy, excited, tired, ill, angry, mad, upset, annoyed, feelings, emotions, help, rules, facial expressions, positive, negative
	Growing and changing	To know when they need help and who they can ask at home and at school. To understand that they have changed since they were a baby. To explain what they can do now that they could not do when they were younger. To name parts of their body. To know what some of their body parts are used for. To know that some information needs to be kept private.	Say when they need help Name body parts Explain what body parts are used for Explain similarities and difference using pictures Ask and answer questions about themselves	Help, ask, changing, development, differences, similarities, body, head, neck, shoulders, elbow, hands, stomach, fingers, hips, knee, leg, foot, ankle toes, heart, stomach, lungs, intestine,

Year 2	Me and My Relationships	I will know ways that I can get help, if I am being bullied and what I can do if someone teases me. I will know what makes a good friend and also tell you how I try to be a good friend.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can express my feelings in a safe, controlled way.	
	Valuing Difference	I will know how I could help myself if I was being left out. I will know why listening skills help to understand a different point of view.	I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	
Year 3				
Year 4	Me and My Relationships	<ul style="list-style-type: none"> To be able to give a lot of examples of how they can tell a person is feeling worried just by their body language. To be able to say what they could do if someone was upsetting them or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive. 	Recognise feelings Bullying Assertive skills	Assertive, relationships, bullying, feelings, body language
	Valuing Difference	<ul style="list-style-type: none"> To be able to say a lot of ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to me or others. 	Recognise and celebrate difference (including religions and cultural difference) Understand and challenge stereotypes	Difference, culture, cultural, religious, stereotypes, challenge
Year 5	Healthy and Wellbeing	<ul style="list-style-type: none"> To understand what is meant by a healthy lifestyle? How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing 	<ul style="list-style-type: none"> How to look after themselves mentally How to manage and identify risks 	Mental, health, wellbeing, physical, emotional, change, influences, positive, negative, Childline , support services

		<ul style="list-style-type: none"> • Ways of keeping physically and emotionally safe • About managing change, including puberty, transition and loss • How to make informed choices about health and wellbeing and to recognise sources of help with this • How to respond in an emergency • To identify different influences on health and wellbeing 		
Year 6	Healthy Lifestyle, keeping safe Growing and changing.	<ul style="list-style-type: none"> • To know what is meant by a healthy lifestyle • To know how to maintain physical, mental and emotional health and wellbeing • To know how to manage risks to physical and emotional health and wellbeing • To know ways of keeping physically and emotionally safe • To know about managing change, including puberty, transition and loss • To know how to make informed choices about health and wellbeing and to recognise sources of help with this • To know how to respond in an emergency • To know how to identify different influences on health and wellbeing 	<ul style="list-style-type: none"> • To recognise what they like and dislike • to recognise that choices can have good and not so good consequences • to recognise and celebrate their strengths and set simple but challenging goals • To develop vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • To explain the process of growing from young to old and how people's needs change • To recall the names for the main parts of the body (including external genitalia) and to explain bodily similarities and differences between boys and girls • To recognise that household products, including medicines, can be harmful if not used properly • To use and make up rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety • to recognise that they share a responsibility for keeping themselves and others safe • To recognise their right to keep things 'private'; 	Physical, dental health, choices, consequences, strength, goal, strategies. Associated feelings, personal hygiene, disease, responsibility, genitalia, similarities, differences, harmful products, private, privacy

Spring Term		Knowledge Gained	Skills Learnt	Vocabulary
EYFS	Celebrating Success			
Year 1	Valuing difference	<p>To know that we are all different and this should be celebrated.</p> <p>To explain how people are different,</p> <p>To know what fair and unfair means.</p> <p>To explain why they think something is fair and something is unfair,</p> <p>To know who the special people in our lives are including family, friends and parish and school community.</p> <p>To know how their behavior affect other people.</p> <p>To know that teasing and bullying are wrong.</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p> <p>To know that we should forgive like Jesus forgives</p>	<p>Ask and answer questions about other people</p> <p>Using picture to compare.</p> <p>Discuss a situation</p> <p>Listen to other people opinion</p> <p>Express own opinion</p> <p>recognise when they have been unkind and say sorry</p> <p>To recognise when people are being unkind to them and others and how to respond</p>	<p>Different, similar, celebrate, values, respect, unfair, fair, special people, opinion, expression, compare</p>
	Keeping myself safe	<p>To know what I need to stay healthy.</p> <p>To explain the importance of sleep.</p> <p>To know who can help in difficult situations.</p> <p>To know when to call 999</p>	<p>Ask for help</p> <p>Express feelings</p> <p>Explain thinking</p> <p>Talk about emotions</p> <p>Ask and answer questions about a situations</p>	<p>Healthy, balance diet, sleep, water, food, nutrition, warm, sad, upset, lonely,</p>

		<p>To know basic first aid</p> <p>To know what medicine is used for.</p> <p>To understand safe and un safe situations including online.</p> <p>To know the difference between good and bad secrets.</p> <p>To know I can be open with special people I trust.</p> <p>To know that they are entitled to bodily privacy</p> <p>To know that alcohol and tobacco are harmful</p> <p>TO know our bodies are created by God and we should take care of them.</p>	<p>Share ideas</p> <p>Listen to others</p> <p>Call 999</p> <p>Treat people with basic first aid</p>	<p>uncomfortable, feelings, medicine,</p>
Year 2	Keeping Myself Safe	<p>I will know who can help me if something feels wrong.</p> <p>I will know touches that are ok or not ok.</p>	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	
	Rights and Responsibilities	<p>I know what can help me to settle and be calm in the classroom.</p>	<p>I can give examples of things that help me to be settled and calm in the classroom.</p> <p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	
Year 3				
Year 4	Keeping Myself Safe	<ul style="list-style-type: none"> Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. 	<p>Manage risk</p> <p>Understand the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p>	<p>Risk, norms, influences (positive and negative), peer pressure, media, celebrities, choices, reasons, making decisions</p>

		<ul style="list-style-type: none"> Identify a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence them when they are making decisions. 		
	Rules, Rights and Responsibilities	<ul style="list-style-type: none"> Explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Give examples of these decisions and how they might relate to them. 	<p>Make a difference (different ways of helping others or the environment) Recognise the power of Media influence Make sensible decisions about spending money</p>	Environment, helping, media influence, reports, messages, decisions, spending, money, 'bystander', behaviour
Year 5	Relationships	<ul style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help 	<ul style="list-style-type: none"> To be able to maintain positive relationships inside and outside of school To be able to identify what is a risky relationship 	Social, cultural, relationship, positive, negative, bullying, forms of abuse, equality, diversity, respect

		<ul style="list-style-type: none"> • How to respect equality and diversity in relationships 		
Year 6	Healthy relationships Feeling and emotions, Valuing differences	<ul style="list-style-type: none"> • to learn how to communicate their feelings to others, to recognise how others show feelings and how to respond • to learn the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid • To learn how to identify and respect the differences and similarities between people • To learn that people's bodies and feelings can be hurt • to learn about different types of teasing and bullying, to understand that these are wrong and unacceptable • To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ul style="list-style-type: none"> • to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • to recognise and manage emotions within a range of relationships • to recognise that their behaviour can affect other people • to recognise risky or negative relationships including all forms of bullying and abuse • to respond to risky or negative relationships and ask for help • to respect equality and diversity in relationships • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to offer constructive support and feedback to others • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • to listen to other people and play and work cooperatively 	

Summer Term	Knowledge Gained	Skills Learnt	Vocabulary
EYFS			

Year 1				
	Being my best	<p>To be able to say when they are struggling. To know ways of dealing with something I find difficult. To be able to talk about something I am good at and how I achieved it. To know what foods are good for me. To know what a balanced diet is. To know how to protect myself from common germs. To know that God is love: father, son and holy spirit. To know that we made are made in God's image and are loved and must love others.</p>	<p>Identify when they are struggling Begin to persevere with a tasks Pick and design a balanced meal Wash hands correctly Catch it, bin it and kill it sequence Beginning to live our faith.</p>	<p>Struggling, persevere, resilience, balanced diet, achievement, germs, praise, learning, practice,</p>
	Rights and responsibilities	<p>To explain what I do to look after myself. To know how to look after different environments, To know why and how they can look after money. To know who to go to when someone is hurt. To know that I belong to various communities. To know we should help in the home. To know the importance of charity work. To know what harms and improves the world.</p>	<p>Talk about hygiene Respect environment Look after environment Asking for help when hurt Looking after money Importance of money To recycle To help at home</p>	<p>Hygiene, environment, responsibility, respect, hurt, adult, money, bank, saving,</p>
Year 2	Being My Best	<p>I will know my body parts. I will be able to set goals.</p>	<p>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	

	Growing and Changing	I will know the things I can now do myself that I couldn't when I was younger. I will know how to give feedback to someone.	I can tell you who helps us grow (people who look after us). I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.	
Year 3				
Year 4	Being My Best	<ul style="list-style-type: none"> • Explain the benefits of looking after themselves both now and in the future. • Explain the benefits of looking after the environment both now and in the future, and for future generations. 	Having choices and making decisions about their own health Taking care of their environment	Benefits, environment, generations
	Growing and Changing	<ul style="list-style-type: none"> • Label some parts of the body that only boys have and only girls have. • To be able to list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). • To explain why people get married. 	Recognise body changes during puberty Manage difficult feelings Develop an understanding of relationships including marriage	Conflict, difficult feelings, body parts
Year 5	Economic Wellbeing	<ul style="list-style-type: none"> • Respect for self and others and the importance of responsible behaviours and actions • Their rights and responsibilities as members of families, other groups and ultimately as citizens • About different groups and communities • Respect diversity and equality and how to be a productive member of a diverse community • About the importance of respecting and protecting the environment • Learn where money comes from, keeping it safe and the importance of managing it effectively 	<ul style="list-style-type: none"> • To be able to respect themselves and their peers • To be able to explain their rights as citizens of the world • To be able to use a spreadsheet as a way of balancing accounts 	Respect, relationships, rights, responsibilities, citizens, global, UNICEF, contribute, society, debt, loan, VAT, local environment, influence, social media, communities, diverse, cultural differences, emergency, citizen, equality, manage

		<ul style="list-style-type: none"> • Understand the part that money plays in people's lives • Have a basic understanding of enterprise 		
Year 6	Rules, Rights and responsibilities; Caring for the environment, Money	<ul style="list-style-type: none"> • to learn about respect for self and others and the importance of responsible behaviours and actions • to learn about rights and responsibilities as members of families, other groups and ultimately as citizens • to know about different groups and communities • to respect diversity and equality and how to be a productive member of a diverse community • To learn about where money comes from, keeping it safe and the importance of managing it effectively • To learn how they can contribute to the life of the classroom and school • To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency • To learn why and how rules and laws that protect them and others 	<ul style="list-style-type: none"> • To explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. • To explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. • To explain the advantages and disadvantages of different ways of saving money. • To recognise that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • to critically examine what is presented to them in social media and why it is important to do so; • to consider the lives of people living in other places, and people with different values and customs 	Contribute, society, debt, loan, VAT, local environment, influence, social media, communities, diverse, cultural differences, citizen, emergency, manage equality,

		<ul style="list-style-type: none">• to understand that there are basic human rights shared by all peoples and all societies		
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