



# Curriculum Coverage for PSHCE

## Sunnyhill Primary School



This is the PSHCE knowledge that the children should cover over their time with us, building on their skills each year. It has been split into three strands:

**TERM 1 – Relationships**

**TERM 2 – Healthy living**

**TERM 3 – Living in the wider world**

The National Curriculum framework states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

**At Sunnyhill we define spiritual, moral, social and cultural development as the following:**

**The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

**The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **EYFS Development Matters**

### **22-36 months**

- Interested in others' play and starting to join in. Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.
- Expresses own preferences and interests.
- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, and worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

### **30-50 months:**

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### **40-60 months:**

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.

- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**ELG:**

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

	Relationships Term 1	Healthy Living Term 2	Living in the wider world Term 3
Year 1	<p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To be able to ask for help from an appropriate adult.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To develop a caring attitude towards family, friends and each other.</p> <p>To recognise how their behaviour affects other people.</p> <p>To greet and talk with adults.</p> <p>To listen to other people, and play and work co-operatively.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To know the importance of and how to maintain personal hygiene.</p> <p>To identify a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>To know the names for the main parts of the body (<b>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</b>)</p> <p>To know that household products, including medicines, can be harmful if not used properly</p> <p>To know rules for and ways of keeping physically and emotionally safe (road safety skills)</p> <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	<p>To realise that people and other living things have needs (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To know that they belong to various groups and communities such as family and school.</p> <p>To know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>To continue to develop empathy for others.</p> <p>To recognise what is right and wrong.</p> <p>To agree and follow rules for their group and classroom and to understand how these rules help them.</p> <p>To know how to apologise and make amends.</p> <p>To contribute to the life of the class and the school.</p> <p>To identify and respect the differences and similarities between people.</p>

	Relationships Term 1	Healthy Living Term 2	Living in the wider world Term 3
Year 2	<p>To know that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To understand how their actions affect themselves and others.</p> <p>To be able to empathise with another viewpoint.</p> <p>To consolidate understanding of differences and similarities between people.</p>	<p>To identify a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>To begin to make informed choices and to recognise that choices can have good and not so good consequences.</p> <p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To know about the process of growing from young to old and how people's needs change)</p> <p>To maintain personal hygiene and know some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>To know the names for the main parts of the body (<b>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, baby, toddler, child, teenager, adult</b>)</p> <p>To know rules for and ways of keeping physically and emotionally safe (cycle safety skills) To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>To understand how money is used to pay for things</p> <p>To have an understanding of how we might make choices about spending our money</p> <p>To have an understanding of the concepts of needs and wants</p> <p>To appreciate the need to keep track of our money</p> <p>To understand some of the ways we get our money as children and adults</p> <p>To be able to identify the range of jobs carried out by people they know.</p> <p>To begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</p> <p>To recognise and explain how rules help them.</p> <p>To recognise choices they can make in the context of right and wrong.</p> <p>To be able to compromise.</p> <p>To foresee consequences when rules are broken.</p> <p>To express own views in class discussions.</p>

	Relationships Term 1	Healthy Living Term 2	Living in the wider world Term 3
<b>Year 3</b>	<p>To consider social and moral dilemmas that they come across in everyday life.</p> <p>To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise what constitutes a positive, healthy relationship and developing the skills to form and maintain positive and healthy relationships.</p> <p>To be able to identify strategies to respond to negative behaviour constructively and ask for help.</p> <p>To realise the nature and consequences of negative behaviours such as bullying, aggressiveness.</p> <p>To empathise with the lives of people living in other places and times, and people with different values and customs.</p> <p>To work collaboratively towards shared goals.</p>	<p>To follow school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>To know about change, including transitions (between Key Stages), loss and bereavement</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To know about people who are responsible for helping them stay healthy</p> <p>To extend strategies to cope with risky situations.</p> <p>To know rules for and ways of keeping physically and emotionally safe (rail, water and fire safety)</p> <p>To know the names for the main parts of the body and similarities and differences between boys and girls (<b>see Year 2 plus penis, testicles, vulva</b>)</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To know about commonly available substances and drugs.</p> <p>To know about school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>To recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p> <p>To understand that there are external factors which influence our spending choices</p> <p>To appreciate the ways in which advertisers can influence our spending choices</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To think about the lives of people living in other places, and people with different values and customs</p> <p>To recognise that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To participate in a simple debate about school issues.</p> <p>To begin to develop negotiating strategies.</p> <p>To listen, respond and value contributions of others in discussion. To participate in making and changing rules. To express own views with increasing confidence.</p>

	<b>Relationships Term 1</b>	<b>Healthy Living Term 2</b>	<b>Living in the wider world Term 3</b>
<b>Year 4</b>	<p>To recognise and challenge stereotypes.</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others and themselves.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>To begin to make choices and decisions about issues affecting their own health and well-being.</p> <p>To know what positively and negatively affects their physical, mental and emotional health (including the media).</p> <p>To know how to take care of their body</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To deepen their understanding of risk by recognising and predicting different risks</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To know which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal</p> <p>To follow simple, safe routines to reduce the spread of bacteria and viruses that affect health.</p>	<p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>To understand why you might borrow or lend money</p> <p>To appreciate that there are risks associated with borrowing and lending</p> <p>To research, develop and discuss topical issues, problems and events.</p> <p>To recognise that there are responsibilities as well as rights.</p> <p>To continue to value contributions of others in discussions.</p> <p>To continue to develop negotiating strategies.</p> <p>To understand when to compromise.</p> <p>To recognise why rules are needed.</p> <p>To distinguish between accidental and deliberate actions.</p>

	<b>Relationships Term 1</b>	<b>Healthy Living Term 2</b>	<b>Living in the wider world Term 3</b>
<b>Year 5</b>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To continue to greet and talk with a wider range of adults.</p> <p>To continue to develop relationships through work and play.</p>	<p>To use basic techniques to resist peer pressure to behave in an unacceptable or risky way.</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations</p> <p>To know how to take care of their own body and understand that they have the autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To know their body will, and emotions may, change as they approach and move through puberty</p> <p>To know which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>To understand enterprise and the skills that make someone 'enterprising'</p> <p>To look after their money and realise that future wants and needs may be met through saving.</p> <p>To be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities.</p> <p>To recognise why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules To explore and critique how the media present information.</p> <p>To develop skills to inform choices which have an effect on the sustainability of the environment.</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>To participate in the school's decision making process.</p>

	<b>Relationships Term 1</b>	<b>Healthy Living Term 2</b>	<b>Living in the wider world Term 3</b>
<b>Year 6</b>	<p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text).</p> <p>To identify how to find information and advice through help lines.</p>	<p>To know about change, including transitions (schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and use this as an opportunity to build resilience</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>how their body will, and emotions may, change as they approach and move through puberty</p> <p>To understand that they have the autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</p> <p>To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To understand that keeping money and personal information safe is very important</p> <p>To understand that having a job is an important part in achieving financial security</p> <p>To consider different roles, rights and responsibilities during discussions and debates about wider issues.</p> <p>To recognise that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>To realise the consequence of anti-social and aggressive behaviour such as bullying and discrimination of individuals and communities.</p> <p>To understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups.</p> <p>To demonstrate appreciation for the range of national, regional, religious and ethnic identities in the United Kingdom.</p>