

Personal, Social, Citizenship and Health Education Overview

| | |
|------------------|--|
| Rationale | <p>The PSCH curriculum supports and underpins our aims to ensure all children:</p> <ul style="list-style-type: none"> • are safe; have excellent social and emotional skills; are excellent learners; fulfil their potential |
| Approach | <ul style="list-style-type: none"> • Thematic lessons each term with progression of skills, language and content • Use of extensive range of picture books throughout to stimulate discussion, celebrate diversity and promote inclusion • Core books revisited every year in all classes: <i>Once upon an ordinary School Day</i> and <i>Something Else</i> • Progression of vocabulary for emotion throughout programme • Assessment using draw and write as a summary of learning in all units • Christopher Winters Project content and material followed for Relationships and Sex Education and Drugs Education (see RSE policy) • Online Safety taught throughout the year (see separate overview) and also as element in PSCH • Specific tools for talking and raising issues beyond PSCH lessons • Annual projects include: School Council Election; Anti-bullying Mental Health and Citizenship Project, Charity Events |

| | Understanding our Feelings | Keeping Ourselves Healthy and Safe | A Changing Me in a Changing World |
|----------------|--|---|---|
| EYFS | | | |
| Key Learning | <ul style="list-style-type: none"> ▪ show sensitivity to others' needs and feelings, and form positive relationships with adults and other 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. ▪ -use talk to organise and clarify feelings. | <ul style="list-style-type: none"> ▪ show understanding of the need for safety when tackling new challenges ▪ consider and manage some risks. ▪ eat a healthy range of foods and understand need for variety in food. | <ul style="list-style-type: none"> ▪ know about similarities and differences between themselves and other and among families |
| Year 1 | | | |
| Prior learning | showing empathy towards other feelings talking about how they and others are feeling. understanding what bullying is, and resolving disagreements. | knowing the importance of PE, a healthy diet and knowing ways to stay healthy and safe. understanding feelings of self and others | discussing similarities and difference in relation to friends or family. |
| Key learning | <ul style="list-style-type: none"> ▪ Develop emotional literacy. ▪ Recognise and understand own and others' feelings Discuss their feelings with their class and new teacher. ▪ Understand the importance of talking about their feelings. | <ul style="list-style-type: none"> ▪ Recognise own feelings and how to deal with them. ▪ Understand how to keep themselves healthy and safe online and offline. ▪ Discuss importance of both physical and mental health. | <ul style="list-style-type: none"> ▪ Discuss changes in life and understand which they have choice over and which they don't. ▪ Understand the importance of hygiene. ▪ Develop awareness of the value of money ▪ Recognise social issues, what is being done and how to help. |
| Year 2 | | | |
| Prior learning | identifying emotions and the importance of discussing them. | keeping safe online and offline, learning of discussing emotions and the physical sensations which come with them. | understanding changes – personal and family; awareness of money and of social issues. |
| Key Learning | <ul style="list-style-type: none"> ▪ Increase range of words for different emotions ▪ Recognise 'strength' of emotions. ▪ Recognise physical sensations and behaviours which relate to emotions. | <ul style="list-style-type: none"> ▪ Understand the importance of confidence ▪ Identify ways to look after their bodies and minds. ▪ Know what is safe and unsafe -when something is too risky ▪ Understand the importance of thinking before putting things online? ▪ Discuss importance of both physical and mental health | <ul style="list-style-type: none"> ▪ Recognise ways to care for others. ▪ Understand the difference between male and females. ▪ Identify how to keep money safe. ▪ Recognise social issues, what is being done and how to help. |
| Year 3 | | | |
| Prior learning | how to cope with and describe their own emotions. | knowing what safe and unsafe situations how others actions can impact people online. | of differences between male and female understanding how to be responsible with money. |
| Key Learning | <ul style="list-style-type: none"> ▪ Develop emotional literacy further to give accuracy in articulating feelings (note importance of this with start of puberty for some children) ▪ Recognise how to help others cope with emotions and build up strategies to use to manage these ▪ Understanding how to overcome negative emotions | <ul style="list-style-type: none"> ▪ Understand what is a healthy activity in a real life situation outside of school ▪ Understand about smoking and impacts. ▪ Recognise the impacts of technology use and how this impacts their personal and virtual community. | <ul style="list-style-type: none"> ▪ Develop new perspectives on change that will help them to be more resilient in the future ▪ Understand how to manage difficult feelings about change? ▪ Recognise differences between male and female (pets) ▪ Identify different types of touch and understanding personal space and what to do if they feel uncomfortable with someone. ▪ Recognise differences and similarities of families. ▪ Develop an awareness between needs and wants |
| Year 4 | | | |
| Prior Learning | how to overcome fear; how to be patient. | how to keep healthy; understanding of the types of information that are safe to share online. | the positives of change and how they make us feel. understanding of where money comes from. |
| Key Learning | <ul style="list-style-type: none"> • Continue to develop emotional literacy • Articulate emotions particularly when going through changes. • Develop strategies to deal with different emotions and explore sensations so that different emotions can be identified | <ul style="list-style-type: none"> • Develop understanding of how to keep healthy and safe in different ways • Explore ways to relax and the importance of looking after their mental health as well as physical Understand effects of alcohol • Discuss importance of both physical and mental health | <ul style="list-style-type: none"> • Develop ways to cope with difficult changes. • Understand each step of the human life cycle. • Understand what puberty is and how it affects people. • Recognise social issues and what can be done about them. |
| Year 5 | | | |
| Prior learning | understanding of emotion in awareness, reasoning, articulating, managing and interpreting | managing worries and emotions surrounding change. understanding of what it is to be an online citizen. | puberty affects one's emotions. making good choices with money. |
| Key learning | <ul style="list-style-type: none"> ▪ Recognise the link between emotions, sensations and behaviours. ▪ Understand that external impressions may be different from internal feelings/thoughts. ▪ Understand how to control their emotions. ▪ Develop their awareness of how it feels to be calm and relaxed and share strategies of how to keep calm. ▪ Develop their understanding of the concept of respect, recognising respectful and disrespectful behaviours and the impact of them. | <ul style="list-style-type: none"> ▪ Identify emotions and the different levels of the emotion. ▪ Recognise other opinions on drugs and identify effects of them. ▪ Understand how to protect themselves online. ▪ Discuss importance of both physical and mental health. | <ul style="list-style-type: none"> ▪ Understanding why we change in puberty and how our emotions change. ▪ Discuss how to take care of ourselves during puberty. ▪ Understand the importance of looking after money and the risks and consequences of borrowing money ▪ Recognise social issues, what is being done and how to help. |
| Year 6 | | | |
| Prior learning | how to recognise and control emotions understanding the links between emotions and behaviour | Understanding drugs beliefs and attitudes surrounding them. online bullying and how to deal with it. | how to look after our bodies during puberty and the emotions that change during this time |
| Key learning | <ul style="list-style-type: none"> ▪ Develop emotional literacy to explain new feelings. ▪ Identify and explain their views related to emotions ▪ Challenge stereotypes ▪ Understand that all emotions are ok | <ul style="list-style-type: none"> ▪ Recognise how emotions can affect others. ▪ Discuss importance of both physical and mental health. ▪ Understand the law around drugs and identify risks with drugs. ▪ Identify how to deal with difficult situations online. | <ul style="list-style-type: none"> ▪ Understand different types of change ▪ Identify different relationships and how to manage feelings with this ▪ Understand how relationships can change ▪ Recognise social issues, what is being done and how to help. |

