





## Hester's Way Primary School PSHE and Citizenship Curriculum Key Stages 1 and 2

	 <p style="text-align: center;"><b><u>Health and Wellbeing</u></b></p>	 <p style="text-align: center;"><b><u>Relationships</u></b></p>	 <p style="text-align: center;"><b><u>Living in the Wider World</u></b></p>
<p><b><u>Assemblies/ Visitors</u></b></p>	<p><b>Whole School Assembly Objectives:</b>  <b>(KS1 H1)</b> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  <b>(KS1 H16)</b> What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy  <b>(KS1 H6)</b> The importance of, and how to, maintain personal hygiene  <b>(KS2 H24)</b> The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)  <b>(KS2 H25)</b> How to manage requests for images</p> <p><b>Visitors/ Staff/ Resources:</b> Dentist, School Nurse (Head Lice), Change 4 Life, PE Co-ordinator, Science Co-ordinator, NSPCC P.A.N.T.S. rule and Pantosaurus video</p> 	<p><b>Whole School Assembly Objectives:</b>  <b>(KS1 R10)</b> 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)  <b>(KS1 R12)</b> To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.  <b>(KS1 R13)</b> To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.  <b>(KS1 R14)</b> Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p><b>Visitors/ Staff/ Resources:</b> ICT Co-ordinator Cyber Bullying, Pastoral Team, PSHE Leader, Think u Know</p>	<p><b>Whole School Assembly Objectives:</b>  <b>(KS1 L3)</b> That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) <b>(KS2 L3)</b> To understand that there are basic human rights shared by 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  <b>(KS2 L4)</b> That these universal rights are there to protect everyone and have primacy both over national law and family and community practices  <b>(KS2 L5)</b> To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)  <b>(L2)</b> Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  <b>KS2: Citizenship Objective:</b> What democracy is, and about the basic institutions that support it locally and nationally  <b>(KS1 L10)</b> 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.</p>

			<p><b>KS1: Citizenship Objective:</b> Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</p> <p><b>Visitors/ Staff/ Resources:</b> PCSO/ Fire Officers/ School Nurse/ St John's Ambulance/ Religious Leaders</p>
<p><b>Key Stage One Citizenship Breadth of Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)</li> <li>• Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);</li> <li>• Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from')</li> <li>• Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</li> <li>• Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</li> <li>• Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)</li> <li>• Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</li> <li>• Ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</li> </ul>			
<p><b><u>Year 1</u></b></p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H3.</b> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H11.</b> that household products, including medicines, can be harmful if not used properly</p> <p><b>H13.</b> 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><b>H14.</b> about the ways that pupils can help the people who look after them to more easily protect them</p>	<p><b>R1.</b> to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><b>Theme link: Where Do I Live?</b></p> <p><b>L4.</b> that they belong to different groups and communities such as family and school</p> <p><b>L5.</b> what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p><b>L1.</b> how they can contribute to the life of the classroom and school</p> <p><b>L2.</b> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p><b>L8.</b> ways in which they are all unique; understand that there has never been and will never be another 'them'</p>

<p><b><u>Year 2</u></b></p>	<p><b>H4.</b> about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p><b>H5.</b> about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>Science Link: How Can I live the longest?</b></p> <p><b>H7.</b> how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p><b>H8.</b> about the process of growing from young to old and how people's needs change</p> <p><b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><b>H10.</b> the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p><b>Theme link: Fire safety</b></p> <p><b>H12.</b> 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</p> <p><b>H15.</b> 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' including knowing that they do not need to keep secrets</p>	<p><b>R3.</b> the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p><b>R4.</b> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (Citizenship examples, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from')</p> <p><b>R6.</b> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><b>R7.</b> to offer constructive support and feedback to others</p> <p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	<p><b>L1.</b> how they can contribute to the life of the classroom and school</p> <p><b>L2.</b> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p><b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else</p> <p><b>My Money Week Link:</b></p> <p><b>L6.</b> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><b>L7.</b> about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>
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**Key Stage Two Citizenship Breadth of Opportunities:**

- Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
- Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
- Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
- Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)
- Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters)
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- Find information and advice (for example, through helplines; by understanding about welfare systems in society)
- Prepare for change (for example, transferring to secondary school.)

<p><b><u>Year 3</u></b></p>	<p><b>H15.</b> school rules about health and safety, basic emergency aid procedures, where and how to get help  <b>H16.</b> what is meant by the term 'habit' and why habits can be hard to change</p>	<p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others  <b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  <b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  <b>R4.</b> to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p><b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  <b>L12.</b> to consider the lives of people living in other places, and people with different values and customs</p>
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<p><b><u>Year 4</u></b></p>	<p><b>Theme Link: How can I stay healthy?</b></p> <p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2.</b> 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><b>H3.</b> to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p><b>H4.</b> to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p><b>H12.</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><b>H17.</b> which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p><b>R10.</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R11.</b> to work collaboratively towards shared goals</p> <p><b>R12.</b> 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 as well as themselves</p>	<p><b>L1.</b> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L6.</b> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p><b>KS2 Citizenship Objective: Racism</b></p>
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<p><b><u>Year 5</u></b></p>	<p><b>H6.</b> 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><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>H22.</b> strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p><b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R6.</b> that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R8.</b> to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>R9.</b> the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p><b>L7.</b> 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</p> <p><b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p><b>L9.</b> what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><b>L10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><b>KS2 Citizenship Objective:</b> about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p><b>KS2 Citizenship Objective:</b> to look after their money and realise that future wants and needs may be met through saving.</p>
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<p><b>Year 6</b></p>	<p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals  <b>KS2 Citizenship Objective:</b> to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;  <b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement  <b>KS2 Citizenship Objective:</b> to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action  <b>H9.</b> to differentiate between the terms, 'risk', 'danger' and 'hazard'  <b>H10.</b> to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience  <b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe  <b>H19.</b> about human reproduction  <b>H20.</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers  <b>H21.</b> strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p>	<p><b>R13.</b> 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)  <b>R14.</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)  <b>R15.</b> to recognise and manage 'dares'  <b>R16.</b> to recognise and challenge stereotypes  <b>R17.</b> about the difference between, and the terms associated with, sex, gender identity and sexual orientation  <b>R18.</b> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  <b>R19.</b> that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership  <b>R20.</b> that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others  <b>R21.</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p><b>L13.</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  <b>L14.</b> 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)  <b>L15.</b> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world  <b>L16.</b> what is meant by enterprise and begin to develop enterprise skills  <b>L17.</b> to explore and critique how the media present information  <b>L18.</b> to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others  <b>KS2 Citizenship Objective:</b> Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)  <b>KS2 Citizenship Objective:</b> to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;</p>
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	<p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b>KS2 Citizenship Objective:</b> to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;</p>		
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