



ASH GROVE PHSE CURRICULUM

The PSHE Curriculum for Years 1-6 builds directly on the learning that takes place in the *Personal, Social and Emotional Development* Early Learning Goal. There continues to be an emphasis on self-regulation (including recognising and managing their own and others' feelings), understanding the need for rules and recognising right from wrong, and the importance of building positive, healthy relationships with friends and adults in their community. The PSED and PSHE curricula underpin all learning at Ash Grove. The aim is to give children the knowledge, skills and attributes to grow into responsible and resilient adults who can lead healthy and happy lives.

Some aspects of the PHSE curriculum Y1-Y6 will also be addressed through the science curriculum; these links are not referred to in this document.

PLEASE NOTE: Whilst explicit information about career aspirations and advice is not included in this curriculum overview, these issues will be explored through relevant themes in the PHSE curriculum or through other cross-curricular topics as appropriate.

	Autumn Term			Spring Term			Summer Term		
Core theme	<i>Living in the Wider World</i>			<i>Relationships including being safe online</i>			<i>Health and Wellbeing including being safe online</i>		
	RIGHTS, RESPECT & RESPONSIBILITIES	BEING SAFE ONLINE	MONEY	FEELINGS AND EMOTIONS	HEALTHY RELATIONSHIPS	VALUING DIFFERENCE	HEALTHY LIFESTYLES	GROWING AND CHANGING	KEEPING SAFE
Year 1	<ul style="list-style-type: none"> > Group and class rules > Everybody is unique in some ways and the same in others 	<ul style="list-style-type: none"> > Rules for keeping safe and using ICT responsibly > Recognise that they share a responsibility for keeping themselves safe online 	<ul style="list-style-type: none"> > Where money comes from > How to use money – saving money and spending money 	<ul style="list-style-type: none"> > Recognising feelings in self and others – naming emotions, building empathy 	<ul style="list-style-type: none"> > My special people > Understand the groups and communities they belong to 	<ul style="list-style-type: none"> > Respecting similarities and differences > Sharing views and ideas 	<ul style="list-style-type: none"> > What helps keep bodies healthy > Hygiene routine 	<ul style="list-style-type: none"> > Recognising what they are good at and setting goals > Change and loss and how it feels 	<ul style="list-style-type: none"> > How to ask for help if worried about something > Keeping safe around household products
Year 2	<ul style="list-style-type: none"> > Group and class rules – respecting their own and others' needs > Groups and communities they belong to, people who work in the community, getting help in an emergency 	<ul style="list-style-type: none"> > Rules for keeping safe and using ICT responsibly > Recognising that they share a responsibility for keeping themselves safe online 	<ul style="list-style-type: none"> > Where money comes from > Saving and spending > Making choices > Keeping track of money spent 	<ul style="list-style-type: none"> > Behaviour – recognise that bodies and feelings can be hurt > Understand that their actions can affect others 	<ul style="list-style-type: none"> > Families and people who care for me > Understand the groups and communities they belong to 	<ul style="list-style-type: none"> > Respecting similarities and differences – sharing views and ideas 	<ul style="list-style-type: none"> > Healthy choices > Different feelings, managing feelings 	<ul style="list-style-type: none"> > Recognising what they are good at and setting goals > Learning to become more independent > Correct names for body parts, including external genitalia 	<ul style="list-style-type: none"> > How to ask for help if worried about something > Keeping safe in different contexts > Privacy in different contexts

Year 3	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues > Being part of a community and who works in that community 	<ul style="list-style-type: none"> > Recognising their role in a connected world > Making choices that keep them safe 	<ul style="list-style-type: none"> > Enterprise – what it means and developing entrepreneurial skills (fundraising project with Year 6) 	<ul style="list-style-type: none"> > Recognising feelings in others > Responding to how others are feeling 	<ul style="list-style-type: none"> > Positive relationships; caring friendships > Develop strategies to solve disputes 	<ul style="list-style-type: none"> > Recognising when people are being unkind to them > Recognise and respond to bullying 	<ul style="list-style-type: none"> > What makes a balanced diet > What influences their food habits 	<ul style="list-style-type: none"> > Recognising what they are good at and setting goals > Describing feelings > Conflicting feelings and managing feelings 	<ul style="list-style-type: none"> > School rules on health and safety > Basic emergency aid > People who help them stay healthy and safe
Year 4	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues > Appreciate difference and diversity in the UK and around the world 	<ul style="list-style-type: none"> > Recognising their role in a connected world > Making choices that keep them safe 	<ul style="list-style-type: none"> > Role of money > Managing money (saving and budgeting) > What is meant by interest and loan 	<ul style="list-style-type: none"> > Confidentiality, keeping secrets > When to break a confidence and how to manage ‘dares’ 	<ul style="list-style-type: none"> > Recognising different types of relationship and knowing how to maintain healthy relationships > Solving conflicts and disputes 	<ul style="list-style-type: none"> > Listening and responding effectively > Sharing points of view 	<ul style="list-style-type: none"> > What makes a balanced lifestyle > Making choices > Drugs common to everyday life > Hygiene and germs 	<ul style="list-style-type: none"> > Recognising what they are good at and setting goals > Changes at puberty > Changes that happen in life and feelings associated with change 	<ul style="list-style-type: none"> > How to stay safe in the local area and online > People who help them stay healthy and safe
Year 5	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues > Rules and laws > Changing rules and laws > Antisocial behaviour > Respecting and resolving difference 	<ul style="list-style-type: none"> > Recognising their role in a connected world > Assessing risk in the light of increased independence > Managing external pressures that influence behaviour choices 	<ul style="list-style-type: none"> > Importance of finance in people’s lives > Being a critical consumer > Looking after money > Interest, loan, debt management, tax 	<ul style="list-style-type: none"> > Recognising feelings in others > Responding to how others are feeling 	<ul style="list-style-type: none"> > Recognise and maintain healthy relationships > To understand the rights and responsibilities involved in positive, healthy relationships 	<ul style="list-style-type: none"> > Listening to others > Raising concerns and challenging 	<ul style="list-style-type: none"> > Positive and negative effects on wellbeing > Developing skills to make informed choices 	<ul style="list-style-type: none"> > Recognising what they are good at and setting goals > Aspirations > Changes at puberty > Intensity of feelings, managing complex feelings > Coping with change and transition 	<ul style="list-style-type: none"> > Strategies for managing personal safety in the local environment > Online safety, including sharing images and mobile phone safety
Year 6	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues – human rights, rights of the child, cultural practices and British law 	<ul style="list-style-type: none"> > Recognising their role in a connected world – assessing risk in the light of increased independence 	<ul style="list-style-type: none"> > Enterprise – what is meant by enterprise and developing entrepreneurial skills (project with Year 6 linked to 	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues – human rights, rights of the child, cultural practices and British law 	<ul style="list-style-type: none"> > Recognising their role in a connected world – assessing risk in the light of increased independence 	<ul style="list-style-type: none"> > Enterprise – what is meant by enterprise and developing entrepreneurial skills (project with Year 6 linked to 	<ul style="list-style-type: none"> > Discuss and debate health and wellbeing issues – human rights, rights of the child, cultural practices and British law 	<ul style="list-style-type: none"> > Recognising their role in a connected world – assessing risk in the light of increased independence 	<ul style="list-style-type: none"> > Enterprise – what is meant by enterprise and developing entrepreneurial skills (project with Year 6 linked to

	> Being part of a community and groups that support communities >Being critical of what is in the media and what they forward to others	> Managing external pressures that influence behaviour choices	Christmas Fundraiser)	> Being part of a community and groups that support communities >Being critical of what is in the media and what they forward to others	> Managing external pressures that influence behaviour choices	Christmas Fundraiser)	> Being part of a community and groups that support communities >Being critical of what is in the media and what they forward to others	> Managing external pressures that influence behaviour choices	Christmas Fundraiser)
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